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ABSTRACT

For an exploratory work experience education program for the secondary grades in California, learning activity packages (LAP) are provided separately for three program goals, which focus on self-awareness and self-evaluation, job requirements, and information necessary for successful job placement and job satisfaction. Program goals, performance objectives, learning activities with student worksheets, supplementary activities, and rationales are provided for the three general goals. Pre- and post-tests with answer keys are included in this extensive resource unit, intended for use as a student manual. Related materials are available as VT 017 344-017 348 in this issue. (AG)

ED 068724

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LEARNING ACTIVITY PACKAGES

Exploratory

Goals 3-5

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VT017347

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals

Performance Objective: 3.1.1 Complete the aptitude test available through your counselor or Work Experience Education Coordinator; discuss the results with the appropriate school person, and list your strongest aptitudes

NOTE TO THE STUDENT

Upon completion of this LAP you will be able to:

1. Define "aptitude."
2. Group your aptitudes as "high," "average," or "low."
3. Match your "high" aptitudes with at least three (3) exploratory work stations requiring at least one (1) of your "high" aptitudes.

RATIONALE

An effective career choice for you is based, in part, upon your knowledge of your aptitudes and the relationship of your aptitudes to the requirements of a job. This LAP will give you the opportunity to learn what your present aptitudes are and how those aptitudes are related to career choices.

DIRECTIONS

In this LAP you will:

1. Take an aptitude test,
2. Chart the results on your Personal Profile of Aptitudes, Interests, and Achievements,
3. Compare your aptitudes with those of your classmates,
4. Discuss your aptitudes with your Work Experience Education Coordinator,
5. Identify at least three (3) work stations,

from a list made available by your Coordinator, where your high aptitudes would be required.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are to do Activities #1 - #7. I-DEAS #1 and #2 are optional. Those students who have already taken an aptitude test in the last year and have the results will be excused from taking another test if they wish.

ACTIVITY #1. Take the aptitude test available through your Work Experience Education Coordinator or your counselor.

ACTIVITY #2. Record the results of your aptitude test on your Personal Profile of Aptitudes, Interests, and Achievements, page 5.

ACTIVITY #3. Post your profile on the student bulletin board provided by your Coordinator.

ACTIVITY #4. Make an appointment to discuss your aptitude test results with the appropriate school person. For the purposes of this LAP, that person will be called your Exploratory Work Experience Coordinator.

ACTIVITY #5. Prior to the interview, read pages 9 and 10 of this LAP.

ACTIVITY #6. Also read the descriptions of the available exploratory work experience education station descriptions available from your Coordinator.

ACTIVITY #7. During the interview, tell your Coordinator what work stations require at least one (1) of your high aptitudes. (Be sure to take your profile with you to the interview.)

This objective will be considered met if, during the interview with the Work Experience Education Coordinator, you: (1) accurately define "aptitude," (2) correctly group your aptitudes as high, average, or low, (3) accurately identify from the work station list provided by your Coordinator at least three (3) work stations that require at least one (1) of your high aptitudes. If you inaccurately perform any of the above tasks, the Work Experience Education Coordinator will tell you what you have not done right and will schedule another interview for you so that you can show him you can do the three (3) tasks accurately.

I-DEAS

ACTIVITY #1. Look at the profiles of your classmates and complete the aptitude section of My Comparison Chart, page 11. On the chart, list three (3) students who also have at least one (1) of your high aptitudes, three (3) who also have at least one (1) of your low aptitudes, three (3) who have at least one (1) low aptitude that is a high aptitude for you, and three (3) who have at least one (1) high aptitude that is a low aptitude for you.

ACTIVITY #2. Participate in a small group discussion with at least one (1) person from each group in the list from Activity #1. In the group, discuss why people have different aptitudes.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART I

NAME: ______________________________

SCHOOL: ______________________________

COORDINATOR: ______________________________

APTITUDE TEST RESULTS
DATE TEST TAKEN: ______________________________

									Verbal Reasoning
									Numerical Ability
									Verbal Reasoning plus Numerical Ability
									Abstract Reasoning
									Space Relations
									Mechanical Reasoning
									Clerical Speed and Accuracy
									Spelling
									Sentences
1	2	3	4	5	6	7	8	9	

(Based on Differential Aptitude Test)

Note: All Test Scores Done On Stanines

This profile is to be completed by placing a dot (aptitude, interest, and achievement tests) on the line for your score, and then connecting each dot by a line. For your grade profile, place an "X" in the appropriate square. If you have any questions, see your Coordinator and ask him for help.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART 2

NAME: ____________________

SCHOOL: ____________________

COORDINATOR: ____________________

INTEREST SURVEY RESULTS
DATE TEST TAKEN: ____________________

									Outdoor
									Mechanical
									Computational
									Scientific
									Persuasive
									Artistic
									Literary
									Musical
									Social Science
									Clerical
1	2	3	4	5	6	7	8	9	

(Based on Kuder E General Interest Survey)

Note: All Test Scores Done On Stanines

This profile is to be completed by placing a dot (aptitude, interest, and achievement tests) on the line for your score, and then connecting each dot by a line. For your grade profile, place an "X" in the appropriate square. If you have any questions, see your Coordinator and ask him for help.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART 3

NAME: ____________________

SCHOOL: ____________________

COORDINATOR: ____________________

TEST RESULTS
DATE TEST TAKEN: ____________________

									Reading Vocabulary
									Reading Comprehension
									Total Reading
									Arithmetic Reasoning
									Arithmetic Fundamentals
									Total Arithmetic
									Mechanics of English
									Spelling
									Total Language
									TOTAL BATTERY
1	2	3	4	5	6	7	8	9	

(Based on California Achievement Test)

Note: All Test Scores Done On Stanines

This profile is to be completed by placing a dot (aptitude, interest, and achievement tests) on the line for your score, and then connecting each dot by a line. For your grade profile, place an "X" in the appropriate square. If you have any questions, see your Coordinator and ask him for help.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART 4

NAME: ____________________

SCHOOL: ____________________

COORDINATOR: ____________________

TEST RESULTS
DATE TEST TAKEN: ____________________

F	D	C	B	A	CLASSES
					English
					Math
					Science
					Social Science
					Physical Education

For your grade profile, place an "X" in the appropriate square.

DEFINITIONS OF NEW TERMS

Aptitude - something which one has an ability to learn to do

Interest - something which one likes to do

Ability - something which one can do

Achievement - something which one has learned to do

Inventory - a list of items or characteristics

Survey - a general look at things; a review of items or characteristics

Values - those things or ideas which one feels are good, worthwhile, desirable, important

Career - one's lifework, including his job, occupation, profession

Occupational Clusters - groups of jobs and/or careers which have some common characteristics. For example, nurse, doctor, pharmacist, x-ray technician, surgeon, medical secretary, hospital administrator, nurse's aide are all jobs that make up part of the health occupational cluster.

APTITUDE TESTS
(Explanation of Terminology)

VR-VERBAL REASONING: Ability to reason with words, both written and oral. Related to scholarship. Used in such courses as English, social studies, and science -- also in occupations that require communication with words or in jobs requiring more than ordinary level of responsibility

NA-NUMERICAL ABILITY: Ability to reason with numbers. Used in such courses as physics, mathematics, and chemistry -- also in the work of engineers, bookkeepers, shipping clerks, carpenters, and toolmakers

AR-ABSTRACT REASONING: Ability to reason without the use of words or numbers. Used in such courses as shop, drafting, and laboratory work -- also in jobs where the worker must see relationships among things rather than among words or numbers

SR - SPACE RELATIONS: Ability to visualize a constructed object from a picture or a pattern. Used in courses such as drafting and shop -- also in such work as dress designing, architecture, and carpentry

MR-MECHANICAL REASONING: Ability to understand mechanical principles. Used in such courses as the physical sciences and shop -- also in such jobs as carpentry, mechanical work, and engineering

CSA-CLERICAL SPEED AND ACCURACY: Ability to see quickly and accurately letter and number combinations. A useful aptitude in all types of clerical work such as filing, coding, typewriting, and checking

SP-SPELLING: Achievement in spelling. Important in professional and administrative positions - also in stenography, business correspondence, journalism, proofreading, and advertising

SE-SENTENCE: Achievement in grammar and other language factors. Important in school subjects, especially those of an academic nature -- also in jobs requiring more than ordinary level of responsibility

MY COMPARISON CHART

NAME: ____________ SCHOOL: ____________ COORDINATOR: ____________

APTITUDES	INTERESTS	ACHIEVEMENTS	
		Test Results	Grades
My three highest aptitudes ____ ____ ____	My three highest interests ____ ____ ____	My highest test area ____	My highest grade area ____
HIGH-HIGH 1. ____ 2. ____ 3. ____	HIGH-HIGH 1. ____ 2. ____ 3. ____	HIGH-HIGH 1. ____ 2. ____ 3. ____	HIGH-HIGH 1. ____ 2. ____ 3. ____
HIGH-LOW 1. ____ 2. ____ 3. ____	HIGH-LOW 1. ____ 2. ____ 3. ____	HIGH-LOW 1. ____ 2. ____ 3. ____	HIGH-LOW 1. ____ 2. ____ 3. ____
LOW-HIGH 1. ____ 2. ____ 3. ____	LOW-HIGH 1. ____ 2. ____ 3. ____	LOW-HIGH 1. ____ 2. ____ 3. ____	LOW-HIGH 1. ____ 2. ____ 3. ____
LOW-LOW 1. ____ 2. ____ 3. ____	LOW-LOW 1. ____ 2. ____ 3. ____	LOW-LOW 1. ____ 2. ____ 3. ____	LOW-LOW 1. ____ 2. ____ 3. ____
MY THREE LOWEST 1. ____ 2. ____ 3. ____	MY THREE LOWEST 1. ____ 2. ____ 3. ____	MY LOWEST TEST AREA ____	MY LOWEST GRADE AREA ____

NOTE: Complete this chart according to directions on following page.

DIRECTIONS FOR COMPLETING "MY COMPARISON CHART"

Complete this chart by:

(1) filling in information about your aptitudes, interests, and achievements from your Personal Profile of Aptitudes, Interests, and Achievements;

(2) comparing your records with those of your classmates and then writing in the names of classmates whose aptitudes are either like yours or not like yours. For example: Under aptitudes High-High, you would write in the names of three (3) students who have a high aptitude that is also one of your high aptitudes. For High-Low, you would write in three (3) names of classmates who have a low aptitude where you have high aptitudes. For Low-High, you would write in three (3) names of classmates who have a high aptitude where you have low aptitudes. For Low-Low, you would write in three (3) names of classmates who have a low aptitude where you have low aptitudes. The same procedure would be followed for interests, achievement test results, and grades.

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals

Performance Objective: 3.1.2 Complete the interest inventory available through your counselor or Work Experience Education Coordinator, discuss the results with the appropriate school person, and list your main interests according to the inventory

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Define "interest."
2. Group your interests as "high," "average," or "low."
3. Match your "high" interests with at least three (3) exploratory work stations requiring at least one (1) of your "high" interests.

RATIONALE

An effective career choice for you is based, in part, upon your knowledge of your interests and the relationships of your interests to the requirements of a job. This LAP will give you the opportunity to learn what your present interests are and how those interests are related to career choices.

DIRECTIONS

In this LAP you will:

1. Take an interest inventory;
2. Chart the results on your Personal Profile of Aptitudes, Interests, and Achievements;
3. Compare your interests with those of your classmates;
4. Discuss your interests with your Work Experience Education Coordinator; and
5. Identify at least three (3) work stations, from a list made available by your Coordinator, where your high interests would be required.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are to do Activities #1 - #7. I-DEAS #1 and #2 are optional. Those students who have already taken an interest inventory in the last year and have the results will be excused from taking another test if they wish.

ACTIVITY #1. Take the interest inventory available through your Work Experience Education Coordinator or your counselor.

ACTIVITY #2. Record the results of your interest inventory on your Personal Profile of Aptitudes, Interests, and Achievements, page 5.

ACTIVITY #3. Post your profile on the student bulletin board provided by your Coordinator.

ACTIVITY #4. Make an appointment to discuss your interest inventory results with the appropriate school person. For the purposes of this LAP, that person will be called your Exploratory Work Experience Education Coordinator.

ACTIVITY #5. Prior to the interview, read pages 6 - 8 of this LAP.

ACTIVITY #6. Also read the descriptions of the available exploratory work station descriptions available from your Coordinator.

ACTIVITY #7. During the interview, tell your Coordinator what work stations require at least one (1) of your high interests. (Be sure to take your profile with you to the interview.)

This objective will be considered met if, during the interview with the Work Experience Education Coordinator, you: (1) accurately define "aptitude," (2) correctly group your aptitudes as high, average, or low, (3) accurately identify from the work station list provided by your Coordinator at least three (3) work stations that require at least one (1) of your high aptitudes. If you inaccurately perform any of the above tasks, the Work Experience Education Coordinator will tell you what you have not done right and will schedule another interview for you so that you can show him you can do the three (3) tasks accurately.

ACTIVITY #1. Look at the profiles of your classmates and complete the interest section of My Comparison Chart, page 12. On the chart, list three (3) students who also have at least one (1) of your high interests, three (3) who also have at least one (1) of your low interests, three (3) who have at least one (1) low interest that is a high interest for you, and three (3) who have at least one (1) high interest that is a low interest for you.

ACTIVITY #2. Participate in a small group discussion with at least one (1) person from each group in the list from Activity #5. In the group, discuss why people have different interests.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART 1

NAME: ______________________________

SCHOOL: ______________________________

COORDINATOR: ______________________________

APTITUDE TEST RESULTS
DATE TEST TAKEN: ______________________________

									Verbal Reasoning
									Numerical Ability
									Verbal Reasoning plus Numerical Ability
									Abstract Reasoning
									Space Relations
									Mechanical Reasoning
									Clerical Speed and Accuracy
									Spelling
									Sentences
1	2	3	4	5	6	7	8	9	

(Based on Differential Aptitude Test)

Note: All Test Scores Done On Stanines

This profile is to be completed by placing a dot (aptitude, interest, and achievement tests) on the line for your score, and then connecting each dot by a line. For your grade profile, place an "X" in the appropriate square. If you have any questions, see your Coordinator and ask him for help.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART 2

NAME: ______________________________

SCHOOL: ______________________________

COORDINATOR: ______________________________

INTEREST SURVEY RESULTS
DATE TEST TAKEN: ______________________________

									Outdoor
									Mechanical
									Computational
									Scientific
									Persuasive
									Artistic
									Literary
									Musical
									Social Science
									Clerical
1	2	3	4	5	6	7	8	9	

(Based on Kuder E General Interest Survey)

Note: All Test Scores Done On Stanines

This profile is to be completed by placing a dot (aptitude, interest, and achievement tests) on the line for your score, and then connecting each dot by a line. For your grade profile, place an "X" in the appropriate square. If you have any questions, see your Coordinator and ask him for help.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART 3

NAME: ______________________________________

SCHOOL: ____________________________________

COORDINATOR: _______________________________

TEST RESULTS
DATE TEST TAKEN: ___________________________

									Reading Vocabulary
									Reading Comprehension
									Total Reading
									Arithmetic Reasoning
									Arithmetic Fundamentals
									Total Arithmetic
									Mechanics of English
									Spelling
									Total Language
									TOTAL BATTERY
1	2	3	4	5	6	7	8	9	

(Based on California Achievement Test)

Note: All test Scores Done On Stanines

This profile is to be completed by placing a dot (aptitude, interest, and achievemet tests) on the line for your score, and then connecting each dot by a line. For your grade profile, place an "X" in the appropriate square. If you have any questions, see your Coordinator and ask him for help.

PERSONAL PROFILE OF APTITUDES, INTERESTS, AND ACHIEVEMENTS

PART 4

NAME: ______________________________

SCHOOL: ______________________________

COORDINATOR: ______________________________

TEST RESULTS

DATE TEST TAKEN: ______________________________

F	D	C	B	A	CLASSES
					English
					Math
					Science
					Social Science
					Physical Education

For your grade profile, place an "X" in the appropriate square.

DEFINITIONS OF NEW TERMS

Aptitude - something which one has an ability to learn to do

Interest - something which one likes to do

Ability - something which one can do

Achievement - something which one has learned to do

Inventory - a list of items or characteristics

Survey - a general look at things; a review of items or characteristics

Values - those things or ideas which one feels are good, worthwhile, desirable, important

Career - one's life work, including his job, occupation, profession

Occupational Clusters - groups of jobs and/or careers which have some common characteristics. For example, nurse, doctor, pharmacist, x-ray technician, surgeon, medical secretary, hospital administrator, nurse's aide are all jobs that make up part of the health occupational cluster.

INTERPRETING YOUR INTEREST PROFILE*

You are interested in something if you enjoy doing it. Your interest profile indicates whether your interests in the ten (10) areas measured are high, average, or low compared with those of other boys or girls at your grade level across the nation.

Like most people, you probably have scores that are high in some areas, low in some, and average in others. Looking at all your scores is important, because most school subjects and jobs involve a combination of two or more interests.

The more interested you are in a school subject, a job, or anything you do, the greater your chances are for success in it. It is easier and more satisfying to put your efforts into activities you enjoy than into those you dislike. Of course, no one can do only what interests him. Studying your interest, however, will help you direct your activities into channels where you are more likely to achieve satisfaction. In addition, such study may help you find some things that appeal to your interests even in chores that you dislike.

An important fact to keep in mind is that low scores sometimes mean that you haven't had enough opportunity to develop interests in certain areas. Imagine, for example, a young person whose family and friends are not particularly interested in music, and who has not had an opportunity to learn to play an instrument, to listen attentively to records, or to go to concerts. He may not score as high in musical interests as someone who has had more experience with music. You have to be introduced to, or discover, an activity before you can like it or dislike it. Participating in something you've decided you might like may in turn tend to strengthen your interest in it. As you mature and are exposed to a variety of new experiences, some of your old interests may change and new ones may develop.

High interests are not better than low interests; nor is one interest better or worse than another. What counts is knowing what your interests are and considering them whenever you have an important educational or vocational decision to make.

The ten (10) interest areas measured by the Kuder General Interest Survey mean:

> OUTDOOR interest means preference for work or activity that keeps you outside most of the time - usually work dealing with plants and other growing things, animals, fish, and birds. Foresters, naturalists, fishermen, telephone linemen, and farmers are among those high in outdoor interests.
>
> MECHANICAL interest means preference for working with machines and tools. If you like to tinker with old clocks, repair broken objects, or watch a garage mechanic at work, you might enjoy shop courses in school. Aviator, toolmaker, machinist, plumber, automobile repairman, and engineer are among the many jobs involving high mechanical interest.

Interest Areas (continued)

COMPUTATIONAL interest indicates a preference for working with numbers and an interest in math courses in school. Bookkeepers, accountants, bank tellers, engineers, and many kinds of scientists are usually high in computational interest.

SCIENTIFIC interest is an interest in the discovery or understanding of nature and the solution of problems, particularly with regard to the physical world. If you have a high score in this area, you probably enjoy working in the science lab, reading science articles, or doing science experiments as a hobby. Physician, chemist, engineer, laboratory technician, meteorologist, dietician, and aviator are among the occupations involving high scientific interest.

PERSUASIVE interest is an interest in meeting and dealing with people, in convincing others of the justice of a cause or a point of view, or in promoting projects or things to sell. Most salesmen, personnel managers, and buyers have high persuasive interest. If you have a high score in this area, you may enjoy such activities as debating, selling tickets for a school play or dance, or selling advertising space for the school paper.

ARTISTIC interest indicates a preference for doing creative work with the hands - usually work involving design, color, and materials. If you like to paint, draw, sculpt, decorate a room, design clothes, or work on sets for school plays, you are probably high in this interest. So are artists, sculptors, dress designers, architects, hairdressers, and interior decorators.

LITERARY interest is an interest in reading and writing. Persons with literary interest include novelists, English teachers, poets, educators, news reporters, and librarians. If you have a high score on the literary scale, English is probably one of your favorite subjects, and you may enjoy writing for the school paper or magazine.

MUSICAL interest usually is demonstrated by persons who enjoy going to concerts, playing an instrument, singing, or reading about music and musicians. Musicians, music teachers, and music critics are among those who have directed high musical interest into a vocation.

SOCIAL SERVICE interest indicates a preference for activities that involve helping people. Nurses, Boy Scout or Girl Scout leaders, vocational counselors, tutors, personnel workers, social workers, hospital attendants, and ministers, rabbis, and others in religious service are among those high in this area.

Interpreting your Interest Profile* (continued)

Interest Areas (continued)

CLERICAL interest means a preference for work that is clearly defined for you -- work that involves specific tasks requiring precision and accuracy. If you have high clerical interest, you probably enjoy school subjects and activities that require attention to detail. Jobs such as bookkeeper, accountant, file clerk, sales clerk, statistician, teacher of commercial subjects, and traffic manager fall in this area.

Knowledge of your interests can tell you only what you enjoy doing; it cannot tell you how well you do these things. What you do well depends on many things beside interest -- particularly your abilities. Your counselor can help you find out whether your abilities measure up to your interests. He can help you with your decisions about what course of study and school subjects to take. Your counselor may also be able to suggest ways in which you can explore and broaden your interests -- extra-curricular activities you might enjoy, books appropriate to your interests, and kinds of part-time or summer jobs you might want to re-examine your interests.

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*Developed from Kuder Profile Leaflet, Science Research Associates, Inc., Chicago, Illinois.

MY COMPARISON CHART

NAME: ____________ SCHOOL: ____________ COORDINATOR: ____________

APTITUDES		INTERESTS		ACHIEVEMENTS Test Results		Grades	
My three highest aptitudes	________ ________ ________	My three highest interests	________ ________ ________	My highest test area	________	My highest grade area	________
HIGH-HIGH	1. ________ 2. ________ 3. ________	HIGH-HIGH	1. ________ 2. ________ 3. ________	HIGH-HIGH	1. ________ 2. ________ 3. ________	HIGH-HIGH	1. ________ 2. ________ 3. ________
HIGH-LOW	1. ________ 2. ________ 3. ________	HIGH-LOW	1. ________ 2. ________ 3. ________	HIGH-LOW	1. ________ 2. ________ 3. ________	HIGH-LOW	1. ________ 2. ________ 3. ________
LOW-HIGH	1. ________ 2. ________ 3. ________	LOW-HIGH	1. ________ 2. ________ 3. ________	LOW-HIGH	1. ________ 2. ________ 3. ________	LOW-HIGH	1. ________ 2. ________ 3. ________
LOW-LOW	1. ________ 2. ________ 3. ________	LOW-LOW	1. ________ 2. ________ 3. ________	LOW-LOW	1. ________ 2. ________ 3. ________	LOW-LOW	1. ________ 2. ________ 3. ________
MY THREE LOWEST APTITUDES	1. ________ 2. ________ 3. ________	MY THREE LOWEST INTERESTS	1. ________ 2. ________ 3. ________	MY LOWEST TEST AREA	________	MY LOWEST GRADE AREA	________

Note: Complete this chart according to directions on the following page.

DIRECTIONS FOR COMPLETING "MY COMPARISON CHART"

Complete this chart by:

(1) filling in information about your aptitudes, interests, and achievements from your Personal Profile of Aptitudes, Interests, and Achievements;

(2) comparing your records with those of your classmates and then writing in the names of classmates whose aptitudes are either like yours or not like yours. For example: Under aptitudes High-High, you would write in the names of three (3) students who have a high aptitude that is also one of your high aptitudes. For High-Low, you would write in three (3) names of classmates who have a low aptitude where you have high aptitudes. For Low-High, you would write in three (3) names of classmates who have a high aptitude where you have low aptitudes. For Low-Low, you would write in three (3) names of classmates who have a low aptitude where you have low aptitudes. The same procedure would be followed for interests, achievement test results, and grades.

LAP Prepared By: Donald F. Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.3 Compare your aptitudes and interests with your performance in the classes you are now taking.

NOTE TO THE STUDENT

At the completion of this LAP you will be able to:

1. Know your aptitudes as they apply to a career.
2. Know your interests as they apply to a career.
3. Compare your aptitudes and interests with your performance in classes you are now taking.

RATIONALE

Many times we orient our course work in areas which will not aid in reaching career goals. Completion of this LAP will help you see your successes and weaknesses in your present course offerings in light of your own aptitudes and interests, providing you with new information which may be vital in reaching your short-range and long-range goals.

DIRECTIONS

All students must complete or have completed the Developmental Aptitude Test (D.A.T.) and the Ohio Vocational Interest Survey (O.V.I.S.) If you do not have scores for these tests on record in the counseling office, arrange to take them. This test and the completion of the form for Activity #1 on page 2 will take the place of the Pre-Test. All students must complete Activities #1 and #2, and at least two (2) of Activities #3, #4, and #5. Upon completion of the activities, turn in your completed worksheets to the Work Experience Education Coordinator. Complete the Post-Test activity, which is to be done in conjunction with your counselor. The counselor's signature will verify completion of the LAP. You might want to try I-DEAS on page 15, or do additional Activities if the counselor does not feel you satisfied the objective of the Learning Activity Package.

PRE-TEST

This Activity is to be done in conjunction with your counselor. Please read the directions for Activity #1 on page 4 prior to completing this worksheet.

WORKSHEET FOR ACTIVITY #1

DEVELOPMENTAL APTITUDE TEST (D.A.T.). The student and the counselor will meet together and list the scores on the eight (8) areas of the test.

1. Mechanical Reasoning ____________
2. Numerical Reasoning ____________
3. Verbal Reasoning ____________
4. Abstract Reasoning ____________
5. Space Relationships ____________
6. Clerical Speed and Accuracy ____________
7. Sentences ____________
8. Spelling ____________

OHIO VOCATIONAL INTEREST SURVEY (O.V.I.S.). The student and the counselor will meet together and list the scores from the eight (8) interest categories which show the most interest of the 24 items in the test.

1. ______________________________ ____________
2. ______________________________ ____________
3. ______________________________ ____________
4. ______________________________ ____________
5. ______________________________ ____________
6. ______________________________ ____________
7. ______________________________ ____________
8. ______________________________ ____________

The scores listed above have been discussed with the student and indicate the strengths in aptitude and interest as shown by the tests taken by this student.

______________________________ ____________
Counselor Date

PRE-TEST (Scoring Key)

Since the scores on the previous activity form are to be verified by the student's counselor, this signature will serve as a verification of the accuracy of the assignment.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1 If you have never been administered the Developmental Aptitude Test (D.A.T.) and the Ohio Vocational Interest Survey (O.V.I.S.), you are to arrange with your counselor or Work Experience Education Coordinator to complete the two (2) tests. After these two tests have been taken, you are to arrange a meeting with your counselor to have the results of both tests interpreted for you. Complete the Pre-Test information on the worksheet provided on page 2 and have your counselor sign the form.

ACTIVITY #2 You are to make a comparison of your performance in your current classes in light of what you have learned about yourself in terms of your interests and aptitudes. Follow the format of the worksheet provided on page 6. You will find the areas of strength on the worksheet from Activity #1 on page 2.

ACTIVITY #3 Obtain the Dictionary of Occupational Titles, published by the U. S. Department of Labor, from the library or career information center at your school. Using the form provided on page 8, list your classes. Through the use of Appendix B of Volume II (which describes the relationship of people, data, and things as they relate to careers), identify on the scale from 0-9 the relationship you feel that class has to people, data, and things. Compare this with your known interests to people, data, and things for each class.

ACTIVITY #4 Provided with the information from Activity #2, and using the form provided on page 10, list the aptitudes and interests your teachers feel are necessary for successful completion of their classes. Compare this information with your aptitudes and interests as revealed in Activity #1. Explain the difference between the two lists. If you are weak in any area as described by the teacher, find out if it is a correctable type of situation and how you would go about improving it.

Learning Activities & Resources (Cont'd)

ACTIVITY #5 If you are enrolled in Exploratory Work Experience Education, select one (1) of the careers you have observed or are observing. Through the use of Appendix B of Volume II of the Dictionary of Occupational Titles (D.O.T.), which should be located in your local school library or career center, assess the aptitudes for that career to people, data, and things. Enter this information on the worksheet provided on page 13. Using the same worksheet, indicate the interest areas you possess which would apply to the career selected. Show on the worksheet which courses you are currently taking which would have application to this career.

WORKSHEET FOR ACTIVITY #2

Meet with the teachers of each of your classes other than Exploratory Work Experience Education, and discuss your present progress taking into consideration your interests and aptitudes as shown by your test data in Activity #1; i.e., Senior English, verbal skills exceed interest and aptitude indicated by the tests.

Period 1: ______________________ Current Letter Grade: ______

Note on Progress: ______________________

How does this compare with your interests and aptitudes as shown by Activity #1? ______________________

Period 2: ______________________ Current Letter Grade: ______

Note on Progress: ______________________

How does this compare with your interests and aptitudes as shown by Activity #1? ______________________

Period 3: ______________________ Current Letter Grade: ______

Note on Progress: ______________________

How does this compare with your interests and aptitudes as shown by Activity #1? ______________________

Period 4: ______________________ Current Letter Grade: ______

Note on Progress: ______________________

How does this compare with your interests and aptitudes as shown by Activity #1? ______________________

Worksheet for Activity #2 (Cont'd)

Period 5: ______________________ Current Letter Grade: ____

Note on Progress: ______________________

____

How does this compare with your interests and aptitudes as shown by Activity #1? ______________________

____

____

COUNSELOR'S NOTES:

As a Post-Test activity, discuss your findings on this assignment with your counselor. He will sign in the space below to verify completion of this task.

______________________ ______________

Counselor Date

WORKSHEET FOR ACTIVITY #3

Period 1: ______________________________

D.O.T. Levels To:		Your Strengths To:	
PEOPLE	____________	PEOPLE	____________
DATA	____________	DATA	____________
THINGS	____________	THINGS	____________

Based on this data, how do you feel you are applying yourself in this course? ______________________________

____

Period 2: ______________________________

D.O.T. Levels to:		Your Strengths To:	
PEOPLE	____________	PEOPLE	____________
DATA	____________	DATA	____________
THINGS	____________	THINGS	____________

Based on this data, how do you feel you are applying yourself in this course? ______________________________

____

Period 3: ______________________________

D.O.T. Levels To:		Your Strengths To:	
PEOPLE	____________	PEOPLE	____________
DATA	____________	DATA	____________
THINGS	____________	THINGS	____________

Based on this data, how do you feel you are applying yourself in this course? ______________________________

____

Worksheet for Activity #3 (Cont'd)

Period 4: ______________________________

D.O.T. Levels To: Your Strengths To:

PEOPLE ________________ PEOPLE ________________

DATA ________________ DATA ________________

THINGS ________________ THINGS ________________

Based on this data, how do you feel you are applying yourself in this course? ______________________________

____

Period 5: ______________________________

D.O.T. Levels To: Your Strengths To:

PEOPLE ________________ PEOPLE ________________

DATA ________________ DATA ________________

THINGS ________________ THINGS ________________

Based on this data, how do you feel you are applying yourself in this course? ______________________________

____

WORKSHEET FOR ACTIVITY #4

Period 1: ______________________________
Course Title

Teacher indicated:

Aptitudes	Interests
____________	____________
____________	____________
____________	____________

Student's indicated:

Aptitudes	Interests
____________	____________
____________	____________
____________	____________

Describe the differences in the two (2) lists and if a weakness is correctable, describe the means of improving the weakness.

____

____

____

Period 2: ______________________________
Course Title

Teacher indicated:

Aptitudes	Interests
____________	____________
____________	____________
____________	____________

Student's indicated:

Aptitudes	Interests
____________	____________
____________	____________
____________	____________

Worksheet for Activity #4 (Cont'd)

Describe the differences in the two (2) lists and if a weakness is correctable, describe the means of improving the weakness.

Period 3:

Course Title

Teacher indicated:

Aptitudes	Interests

Student's indicated:

Aptitudes	Interests

Describe the differences in the two (2) lists and if a weakness is correctable, describe the means of improving the weakness.

Period 4:

Course Title

Teacher indicated:

Aptitudes	Interests

Worksheet for Activity #4 (Cont'd)

Student's indicated:

Aptitudes	Interests
____________________	____________________
____________________	____________________
____________________	____________________

Describe the differences in the two (2) lists and if a weakness is correctable, describe the means of improving the weakness.

____

____

____

Period 5: ______________________________
Course Title

Teacher indicated:

Aptitudes	Interests
____________________	____________________
____________________	____________________
____________________	____________________

Student's indicated:

Aptitudes	Interests
____________________	____________________
____________________	____________________
____________________	____________________

Describe the differences in the two (2) lists and if a weakness is correctable, describe the means of improving the weakness.

____

____

____

WORKSHEET FOR ACTIVITY #5

Career Observed: ______________________________ D.O.T.#__________

D.O.T.'s Relationship to:

PEOPLE ______________________________

DATA ______________________________

THINGS ______________________________

Your Relationship to:

PEOPLE ______________________________

DATA ______________________________

THINGS ______________________________

Courses you are now taking which you feel apply to this career:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

In what way will these courses prepare you for this career?

POST-TEST

As the Post-Test Activity, you are to discuss the results of Activity #2 on pages 6 and 7 with your school counselor. After this is completed and you both feel that the findings reveal you are oriented in the right direction to reach short-range and long-range goals for your future career planning, the counselor will sign the worksheet to verify its completion.

I-DEAS
(In-Depth Educational Activities)

1. Gather a group of three (3) students who are enrolled in the same classes you take (not necessarily at the same time). Discuss with them the aptitudes and interests needed for success in the class. Ascertain the degree of attainment of these aptitudes and interests by the other members of the group. Compare them to your known aptitudes and interests.

2. Based on the aptitudes and interests needed for success in the classes you are taking, identify three (3) careers which require these aptitudes and interests. Observe people employed in these careers and assess your own ability to apply these aptitudes and interests to the three (3) careers.

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.4 From a list of hobbies and leisure-time activities, select at least six (6) and rank them according to your greatest interest.

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Name in writing or verbally at least six (6) hobbies and leisure-time activities that you like to do or would like to do.
2. Tell in writing or verbally how those hobbies and leisure-time activities will help you make a career choice.

RATIONALE

Hobbies and leisure-time activities provide you an opportunity to use and develop your abilities. They can provide you a source of self-satisfaction in your life apart from your job. It is important that you have interests beyond your job so that you can rest and relax and then return to your job with enthusiasm.

DIRECTIONS

In this LAP you will:

1. Help make a list of hobbies and leisure-time activities.
2. Identify in writing or verbally six (6) hobbies and leisure-time activities that you like to do or would like to do.
3. Interview at least one (1) person at your exploratory work station about his hobbies and leisure-time activities and how they help him on his job.
4. Tell your Coordinator, in writing or verbally, how you think the six (6) hobbies and leisure-time activities will help you in your career.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are required to do Activities #1 - #5. I-DEAS #1 and #2 are optional.

ACTIVITY #1. With a group of at least five (5) other students, make a list of one hundred (100) hobbies and leisure-time activities. In making this list, interview at least five (5) adults and five (5) other students; one of those adults must be a person at your exploratory work experience education station. Use the interview form on page 5.

ACTIVITY #2. Group the list of one hundred (100) hobbies and leisure-time activities according to the interest areas of the interest survey you took in LAP 3.1.2. (Note: You need not have hobbies and leisure-time activities in every interest survey area.) Give the list to your coordinator for his review.

ACTIVITY #3. With your group, make a list of at least fifteen (15) different ways the adults said their hobbies and leisure-time activities helped them in their careers.

ACTIVITY #4. (Activity #5 may be an alternate to this Activity.) Make an appointment with your coordinator to discuss your hobbies and leisure-time activities. In the interview, tell him about at least six (6) hobbies and leisure-time activities that interest you. For each hobby or activity, tell him at least one (1) way that hobby or activity can help you in your career.

ACTIVITY #5. (This Activity may be an alternate to Activity #4.) Write a list of the six (6) hobbies and leisure-time activities that interest you most. For each hobby or activity, write at least one (1) sentence telling how that hobby or activity can help you in your career. Turn in your list and your reasons to your coordinator.

I-DEAS

ACTIVITY #1. Conduct a survey of the hobbies and leisure-time activities of the students in one (1) of your other classes. You may use the interview form used in Activity #1 above or make up your own questionnaire. (Note: Be sure to have your coordinator approve your questionnaire and to get your teacher's permission to give it in his class.) Make a list of the hobbies and leisure-time activities of the students in that class. In writing or verbally, tell your exploratory work experience education class about the results of your survey.

ACTIVITY #2. Conduct a survey of the hobbies and leisure-time activities of the faculty in your school. You may use the interview form used in Activity #1 above or make up your own questionnaire. (Note: Be sure to have your coordinator approve your questionnaire and to get your principal's permission to give it to the faculty.) Make a list of the hobbies and leisure-time activities of the faculty. In writing or verbally, tell your exploratory work experience education class about the results of your survey. Additional options: Prepare a written report of your survey results for your coordinator and your principal. Make a verbal report of your survey results at a faculty meeting.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

47

HOBBY AND LEISURE-TIME INTERVIEW FORM

NAME: ______________________________

JOB: ______________________________

If student, in what grade are you? ________

DATE: ______________________________

1. What are your hobbies and leisure-time activities?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

j. ______________________________

2. Tell us at least three (3) ways your hobbies and leisure-time activities help you or might help you in your career.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

48

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.5 From a list of twenty (20) values, rank them according to their importance to you. Identify one (1) or more persons that you know who share your top six (6) values.

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Define "values."
2. Identify the six (6) values that are most important to you.

RATIONALE

In making an effective career choice, it is important that you know yourself. Your values will help you determine what you want to do. If you know what your values are, your chances of being successful in your career choices are greater. For example, if you place high value upon helping other people, you are more likely to be successful in careers in the social service field, such as counselor, teacher, minister, or nurse.

DIRECTIONS

In this LAP you will:

1. Help make up a list of twenty (20) values with your exploratory work experience education classmates.
2. Discuss this list with your parents.
3. Discuss the class list with your exploratory work experience education work station sponsor.
4. List the twenty (20) values in terms of their importance to you, with #1 being most important, #2 being next in importance, and so on, through #20.
5. Discuss your list with your Coordinator.
6. Compare your list with the lists of your exploratory work experience education classmates.
7. Make a list for your Coordinator of those persons (students and/or supervisors) whose top ten (10) values include your top six (6) values.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are required to do Activities #1 - #11. I-DEAS #1 and #2 are optional.

ACTIVITY #1. Read definition of values in Definitions, page 7.

ACTIVITY #2. With your exploratory work experience education classmates, make up a list of twenty (20) values. A value can be placed upon that list only if there is agreement by 75% of your classmates.

ACTIVITY #3. Discuss the values list with your parents. Ask them how they see those values being important on the job.

ACTIVITY #4. Discuss the class list with your exploratory work experience education work station sponsor. Ask him which of the twenty (20) values are the most important in his job, and why.

ACTIVITY #5. Make a list of the twenty (20) values in terms of their importance to you. Number 1 should be the most important; #2 the next important; #3 the next important; and so on, through #20. (Activity #7 is an alternate to this Activity.)

ACTIVITY #6. Make an appointment with your Coordinator to discuss your list. Tell him why your top six (6) values are the most important to you.

ACTIVITY #7. (This Activity is an alternate to Activity #6.) Write a report for your Coordinator, telling him why the six (6) top values on your list (from Activity #5) are the most important to you.

Learning Activities and Resources (Continued)

ACTIVITY #8. Post your list (Activity #5) on the bulletin board provided by your coordinator.

ACTIVITY #9. Compare your list with those of your classmates. Make a list of all students whose top ten (10) values include your top six (6) values.

ACTIVITY #10. Ask your work station sponsor to list the twenty (20) values in order of importance to him.

ACTIVITY #11. Submit a list of all persons whose top ten (10) values include your top six (6) values to your coordinator for his review and response.

I-DEAS

ACTIVITY #1. In a group of at least four (4) other students who share your top six (6) values, (Activity #9), discuss why those values are important to all of you. In what ways are you alike? In what ways are you different? Why can you share common values and still be different? Is it possible for people not to share values and still be alike? Why?

ACTIVITY #2. Ask a mathematics teacher, an English teacher, and a social science teacher on your faculty to write out a definition of value as it relates to their subject matter. Make a report to your exploratory work experience education class on the definitions, what they have in common, and how they are different.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

DEFINITIONS OF NEW TERMS

Aptitude - something which one has an ability to learn to do.

Interest - something which one likes to do.

Ability - something which one can do.

Achievement - something which one has learned to do.

Inventory - a list of items or characteristics.

Survey - a general look at things; a review of items or characteristics.

Values - those things or ideas which one feels are good, worthwhile, desirable, important.

Career - one's life work, including his job, occupation, profession.

Occupational Clusters - groups of jobs and/or careers which have some common characteristics. For example, nurse, doctor, pharmacist, X-ray technician, surgeon, medical secretary, hospital administrator, nurse's aide are all jobs that make up part of the health occupational cluster.

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.6 On the basis of the test provided by your counselor or your Work Experience Education Coordinator, determine whether you prefer to work with people, ideas, things, or combinations of these.

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Describe yourself, verbally or in writing, in terms of your preference for working with people, ideas, things, or combinations of these.

RATIONALE

In making your career choice, you should consider your preferences for the kinds of things you like to work with. Such a consideration can help you be more successful on the job. This LAP will give you an opportunity to explore your preferences for working with people, ideas, or things, and to find out which you prefer most.

DIRECTIONS

In this LAP you will:

1. Complete the Data, People, Things Survey.
2. Score the survey.
3. Discuss the survey results with your Coordinator or counselor.
4. Make a verbal or written report about the results of the survey and your interview with your Coordinator or counselor.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are required to do Activities #1 - #6. I-DEAS #1 and #2 are optional.

ACTIVITY #1. Complete the Data, People, Things Survey available from your Coordinator or counselor.

ACTIVITY #2. Score the survey, using the scoring sheet available from your Coordinator or counselor, recording your results on the Data, People, Things Survey Student Profile, page 5.

ACTIVITY #3. Make an appointment for an interview with your Coordinator or counselor.

ACTIVITY #4. During the interview, show your Coordinator or counselor the results of your survey. Ask him the following questions:

1. What does "data-oriented" mean?
2. What does "people-oriented" mean?
3. What does "things-oriented" mean?
4. What do the results of your survey indicate about you?
5. What kinds of careers does he feel you would be best suited for, in terms of your survey results?

Take notes during your interview. Before the interview is over, review your notes with your Coordinator or counselor.

ACTIVITY #5. (Activity #6 is an alternate to this Activity.) In your exploratory work experience education class, give a verbal report about your preferences and what they mean to you.

ACTIVITY #6. (This Activity is an alternate to Activity #5.) Write a report describing the results of your survey and how you feel about them. Give the report to your Coordinator for his review.

I-DEAS

ACTIVITY #1. Make up a bulletin board for display in your exploratory work experience education classroom. On the bulletin board, either draw or paste pictures of people working at jobs that deal mainly with data, people, or things. Be sure to have at least two (2) pictures for each kind of work; that is, two (2) of people working with data, two (2) of people working with people, two (2) of people working with things.

ACTIVITY #2. Using a tape recorder, interview one (1) person who works with data, one (1) who works with people, and one (1) who works with things. In the interview, ask each person the following questions:

1. What do you like most about your job?
2. What do you like best about your job?
3. Why did you select this kind of job?

Play your interviews back during your exploratory work experience education class for discussion.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

DATA, PEOPLE, THINGS SURVEY

Student Profile

Item	Response	Data	People	Things
1.	____	____	____	____
2.	____	____	____	____
3.	____	____	____	____
4.	____	____	____	____
5.	____	____	____	____
6.	____	____	____	____
7.	____	____	____	____
8.	____	____	____	____
9.	____	____	____	____
10.	____	____	____	____
11.	____	____	____	____
12.	____	____	____	____
13.	____	____	____	____
14.	____	____	____	____
15.	____	____	____	____
16.	____	____	____	____
17.	____	____	____	____
18.	____	____	____	____
19.	____	____	____	____
20.	____	____	____	____
21.	____	____	____	____
22.	____	____	____	____
23.	____	____	____	____
24.	____	____	____	____
25.	____	____	____	____
26.	____	____	____	____
TOTALS	____	____	____	____

INSTRUCTIONS: Under the column labeled "Response," write in the letter of your response to Item 1 of the Data, People, Things Survey. From the scoring key available from your Coordinator or counselor, determine if that letter represents a data, people, or things response. Put an "X" in the blank under the appropriate response column. For example, if your response to Item 1 was A, place an "X" for item 1 under Data because a response to that item means that you prefer working with data. Repeat this process for each item on the survey. When you have completed the scoring, count the number of responses in each column and write in the number in the space for Totals.

DATA, PEOPLE, THINGS SURVEY

DIRECTIONS: The following survey is intended to help you determine your preferences. There are no right or wrong answers. Read each of the items carefully. Place an "X" in the box under the letter a, b, or c that best describes your preferences. Mark only one (1) box for each item. Omit no items. You may find some of the choices difficult to make. Please be sure to mark each item anyway.

A B C

1. If you were waiting for a bus, would you prefer to:

   a. read a book, paper, or magazine?
   b. observe cars go by?
   c. strike up a conversation with another person?

(1) ☐ ☐ ☐

2. If you were a member of a science club, would you prefer to:

   a. compute statistical studies?
   b. set up scientific apparatus?
   c. visit community leaders to solicit donations for the Science Fair?

(2) ☐ ☐ ☐

3. If you were a boat enthusiast, would you prefer to:

   a. draw plans for a model boat?
   b. teach a friend to sail a model boat?
   c. build a model boat?

(3) ☐ ☐ ☐

4. As a way of expressing interest in clothes, would you prefer to:

   a. design a dress?
   b. make a dress?
   c. go shopping with a friend and help her select a dress?

(4) ☐ ☐ ☐

5. If you were a member of an athletic club, would you prefer to:

   a. write up minutes of club meetings?
   b. sell tickets for club game?
   c. mend damaged athletic equipment?

(5) ☐ ☐ ☐

A B C

6. If you had a job in a store, would you prefer to:

a. post figures in books of accounts?
b. sit at a cash register and accept payments from customers?
c. gift wrap packages? (6) ☐ ☐ ☐

7. As a way of expressing your interest in mechanics, would you prefer to:

a. read about how engines work and the principles of their construction?
b. sell engines-explaining why one make is better than another?
c. examine engines which will not start to determine cause, and repair them? (7) ☐ ☐ ☐

8. If you were a member of a theatre club, would you prefer to:

a. imagine and write up a dramatic incident?
b. act out a dramatic incident?
c. build stage scenery for use in an amateur theatrical? (8) ☐ ☐ ☐

9. If you had a job, would you prefer to:

a. type neat, correctly-spelled letters?
b. maintain a telephone answering service?
c. arrange counter displays of notions? (9) ☐ ☐ ☐

10. As a home chore, would you prefer to:

a. clean out refrigerator, checking and discarding stale food?
b. wash the windows?
c. telephone around to locate a T-V repairman? (10) ☐ ☐ ☐

A B C

11. If you were riding a bus, would you prefer to:

    a. pass the time of day with a fellow traveler?
    b. read a book?
    c. study the buildings and their kind of construction? (11) ☐ ☐ ☐

12. As a member of a club, would you prefer:

    a. the job of being public relations chairman?
    b. be available as recording secretary?
    c. volunteer to be exhibits arranger? (12) ☐ ☐ ☐

13. In a job, would you prefer:

    a. interviewing people?
    b. checking answers on questionnaires?
    c. demonstrating a new gadget to show how it works? (13) ☐ ☐ ☐

14. As a student, would you prefer:

    a. sharing homework with a fellow student?
    b. working out formulas alone?
    c. experimenting with chemistry set? (14) ☐ ☐ ☐

15. As a member of an amateur archaeology group, would you prefer to:

    a. teach a class about Indian relics?
    b. write about Indian relics?
    c. dig up Indian relics and restore them? (15) ☐ ☐ ☐

16. As a student, would you prefer:

    a. to spend time with a classmate, listening to her problems and helping her think them through?
    b. proofreading her theme for her, and offering criticisms on its style?
    c. giving her a home permanent and setting her hair? (16) ☐ ☐ ☐

Data, People, Things Survey (Continued)

A B C

17. As an antique enthusiast, would you prefer to:

    a. lecture about antiques to an interested group?
    b. locate antiques, mend and refinish them?
    c. carry on a correspondence with another antique enthusiast?

(17) ☐ ☐ ☐

18. As a member of a club, would you prefer to:

    a. be program chairman, lining up events and speakers for the season ahead?
    b. serve as club historian, researching its past records to compile a history of its accomplishments?
    c. prepare the hors d'oeuvres and fancy aspics for the club annual banquet?

(18) ☐ ☐ ☐

19. When waiting for a bus, would you prefer to:

    a. observe different makes of cars and details of nearby building construction?
    b. read a book, paper, or magazine?
    c. strike up a conversation with a stranger and learn where he is going and what he thinks of the world's situation?

(19) ☐ ☐ ☐

20. As a member of an astronomy club, would you prefer to be:

    a. usually seen at the workshop grinding telescope lenses and machining mountings?
    b. in the club office editing the monthly newsletter?
    c. out organizing a social outing for club members?

(20) ☐ ☐ ☐

A B C

21. When settling down to read the Sunday newspaper, would you prefer to:

    a. pour over the "do-it-yourself" page?
    b. thoughtfully read the book review section?
    c. linger carefully over the accounts of events and the photographs in the society section?

(21) ☐ ☐ ☐

22. As a spare-time activity, would you prefer to:

    a. get a kick out of building a model rocket?
    b. take a group of small boys on a picnic?
    c. play chess?

(22) ☐ ☐ ☐

23. As a spare-time activity, would you prefer to:

    a. take an evening course in shop practice or hand crafts?
    b. take a language course?
    c. take a course in personality development?

(23) ☐ ☐ ☐

24. In connection with giving a party, would you be apt to:

    a. bake and decorate the cakes?
    b. tell fortunes by reading palms?
    c. plan games to be played, writing up instructions?

(24) ☐ ☐ ☐

25. On a free Saturday afternoon, would you prefer to:

    a. tinker with engines and motors?
    b. work crossword puzzles?
    c. practice with a group which is putting on a "skit" for a holiday social?

(25) ☐ ☐ ☐

A B C

26. As a chore for the club, would you prefer to:

a. bundle the newsletters and take to the post office?
b. check addresses to see if they are readable?
c. assist the membership chairman by passing out leaflets? (26) ☐ ☐ ☐

STOP HERE

This survey is based upon the Data, People, Things section of the Counselor's Handbook, Counselor's Interviewing Guides in Individual Appraisal, U. S. Department of Labor, Bureau of Employment Security. Counselors and coordinators should be thoroughly familiar with this handbook, particularly pages 189-211, before attempting to interpret the results of this survey.

DATA, PEOPLE, THINGS SURVEY
(Scoring Key)

Item	Data	People	Things
1	A	C	B
2	A	C	B
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C
9	A	B	C
10	A	C	B
11	B	A	C
12	B	A	C
13	B	A	C
14	B	A	C
15	B	A	C
16	B	A	C
17	C	A	B
18	B	A	C
19	B	C	A
20	B	C	A
21	B	C	A
22	B	C	A
23	B	C	A
24	B	C	A
25	B	C	A
26	B	C	A

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.1 Improve your understanding of yourself as an individual in terms of personal aptitudes, interests, career expectations, and degree of motivation to pursue short-range and long-range goals.

Performance Objective: 3.1.7 Considering your school achievement and attendance, decide how much education beyond high school you would like to complete. Give at least three (3) reasons for your answer.

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Decide how much education beyond high school you would like to complete.

2. Tell in writing or verbally at least three (3) reasons for your decision.

RATIONALE

An effective career choice may require no education beyond high school or it may require many years (7 to 10) beyond high school. In making your career choice, you must consider carefully any additional education required.

DIRECTIONS

In this LAP you will:

1. Review your achievement test scores and grades.
2. Review your school attendance record.
3. Discuss your test scores, grades, and attendance record with your counselor.
4. Discuss your test scores, grades, attendance record with your parents.
5. Discuss the need for additional education with your classmates and with your exploratory work experience education work station sponsor.
6. Discuss with your counselor ways of paying for any additional education beyond high school.
7. Visit a community college or four-year college.
8. Indicate to your Coordinator, in writing or verbally, how many years, if any, beyond high school you would like to complete, giving at least three (3) reasons for your decision.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are to do Activities #1 - #9. I-DEAS #1 and #2 are optional.

ACTIVITY #1. Review your Personal Profile of Aptitudes, Interests, and Achievements. (LAP 3.1.1.)

ACTIVITY #2. In the lower right-hand corner of your Personal Profile of Aptitudes, Interests, and Achievements, write in the number of days you have been absent from school for each of the last three (3) years. (Note: You may have to go back to another school, for example, junior high school, to get these figures.)

ACTIVITY #3. Make an appointment with your counselor to discuss your plans. Ask him what kinds of education beyond high school are available to you.

ACTIVITY #4. Discuss your plans, including what your counselor said, with your parents.

ACTIVITY #5. Discuss the need for additional education beyond high school with your exploratory work experience education sponsor. For what jobs is it necessary? For what jobs is it not necessary?

ACTIVITY #6. Make another appointment with your counselor to discuss ways of financing any additional education you might want beyond high school. Be sure to ask him about scholarships, grants, loans, and work-study programs. If there is a scholarship bulletin in your school, be sure to review it before your interview with your counselor.

ACTIVITY #7. Either individually or with a group of your exploratory work experience education classmates, visit either a community college or a four-year college campus. Before going, make an appointment to talk with the admissions personnel of the college. Ask them about costs, application deadlines, and training programs. Also be sure to ask them about how they place students on jobs after the students have completed the program.

Learning Activities and Resources (Continued)

ACTIVITY #8. (Activity #9 is an alternate to this.) Make an appointment to talk with your Coordinator. Tell him what you have decided about education beyond high school, and why. You must tell your Coordinator at least three (3) reasons for your decision.

ACTIVITY #9. (This Activity is an alternative to Activity #8.) Submit to your Coordinator a written report telling him what your plans are for beyond high school, and why. You must include at least three (3) reasons for your plans. How will that education fit into what you want to be and do? Where can you get it? How much will it cost? Can you afford it?

I-DEAS

ACTIVITY #1. Make an appointment to interview a counselor at the Department of Human Resources Development. During the interview, ask him to make a list for you of six (6) jobs that require no education beyond high school; six (6) that require two (2) years of additional training; six (6) that require four (4) years of additional training; and four (4) that require six (6) years or more of additional training. Post the list on the student bulletin board in your exploratory work experience education class.

ACTIVITY #2. Using a polaroid camera, take pictures of at least two (2) people working at jobs in each of the following categories:

1. less than high school graduation
2. high school graduation
3. two years of post-high school training
4. four years of post-high school training
5. six years or more of post-high school training

On a piece of large cardboard, mount the pictures. Label each picture according to education required. Display your picture board in your exploratory work experience education classroom. In order to know what jobs require what kind of education, ask your Coordinator to explain the Dictionary of Occupational Titles to you. Then make a list of at least six (6) jobs in each category.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

IAP Prepared By: Don Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE

# ____________________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.2 Identify a variety of possible career choices for you and group them into occupational clusters.

Performance Objective: 3.2.1 Given a list of careers, group them into occupational clusters.

NOTE TO THE STUDENT

By the time you complete this IAP you will be able to:

1. Identify an occupational cluster as part of a career group; and
2. Given any career title be able to identify the occupational cluster to which it belongs.

RATIONALE

The purpose of this learning activity package is to help you understand that occupations, jobs, vocations, careers are somewhat synonomous and that these various careers can be placed in common groups. This has importance to you in identifying possible career choices in the future so you will be able to locate information relative to the selected career.

DIRECTIONS

Complete the pre-test on page two and score your test with the instructor's key. If you miss three or less you will satisfy your obligation to complete this unit. If you miss four (4) or more you will find a list of five learning activities designed to provide you with competence in identifying occupational clusters. You are to complete Activity #1, and you are to select and complete any two of the four other activities. Submit all completed activities to the work experience coordinator prior to taking the post test.

PRE-TEST

In the following exercise you will find a series of job titles or careers in a column on the left. Each of the careers belongs to an occupational cluster in the column on the right. You are to place the letter before the occupational cluster in the blank space after the career title matching each career title to an appropriate occupational cluster.

1. Nurse Aide ________
2. File Clerk ________
3. Auto Mechanic ________
4. Electrician ________
5. Dentist ________
6. Computer Operator ________
7. Meat Inspector ________
8. Busboy ________
9. Salesman ________
10. Fry Cook ________
11. Barber ________
12. Cosmotologist ________
13. Pharmacist ________
14. Shoe Repairman ________
15. Horseshoer ________
16. Carpenter ________
17. Bookkeeper ________
18. Stenographer ________
19. Chicken Rancher ________
20. Singer ________

A. Medical & Health
B. Clerical & Office
C. Distribution
D. Agriculture
E. Entertainment
F. Service Business
G. Tradesman

PRE-TEST KEY

1. Nurse Aide - A
2. File Clerk - B
3. Auto Mechanic - G
4. Electrician - G
5. Dentist - A
6. Computer Operator - B
7. Meat Inspector - D
8. Busboy - C
9. Salesman - C
10. Fry Cook - C
11. Barber - F
12. Cosmotologist - F
13. Pharmacist - A
14. Shoe Repairman - F
15. Horseshoer - F
16. Carpenter - G
17. Bookkeeper - B
18. Stenographer - B
19. Chicken Rancher - D
20. Singer - E

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1	You will find a program instruction unit, beginning on page 5, designed to help you learn the meaning of an occupational cluster. You are to complete this unit. Upon completion of the unit you are to complete the exercise on identity of occupational clusters on page 8. If you miss more than four, as measured by the instructor's key repeat the activity.
ACTIVITY #2	Using the V.I.E.W. (Vocational Information for Education and Work) resource unit located at your local school, identify five careers which interest you. Using the form provided on page 10, list the careers in order of your preference; list the occupational cluster of the career, and describe your reason for placing the career in this cluster.
ACTIVITY #3	While enrolled or assigned to observe in exploratory work experience education identify three different careers being performed on the job site. List the occupational cluster of the careers and explain why the career belongs to this occupational cluster. Use the form on page 11.
ACTIVITY #4	You are to select three different occupational clusters which interest you from the list on page 12. Select an exploratory work experience education assignment in a field represented within these clusters. While you are on the assignment identify four careers within the cluster and interview persons working in these career fields. Using the form on page 12, place the occupational clusters and careers in order of their greatest appeal to you. Briefly describe why.
ACTIVITY #5	Using a few magazines such as *Look*, *Life*, *Business Week* *Forbes*, and select articles on noted personalities in different careers. Arrange the careers in a notebook by occupational clusters. You shall have a minimum of five persons listed in each of four occupational clusters. Below each article explain why you feel the job belongs to the occupational cluster you selected.
POST TEST	Now that you have completed ACTIVITY #1, and at least two of ACTIVITIES #2 through #5, you should be ready to successfully complete the post test. Turn in all completed materials and request the test. When you have scored a minimum of fifteen right on the post test, you will meet the objective of this program. If you score lower than fifteen, you should complete an additional activity prior to attempting the test a second time.

ACTIVITY #1

PROGRAM INSTRUCTION UNIT ON OCCUPATIONAL CLUSTERS

On the right hand side of the page you will find a column. Before starting this unit you are to cover the column with a sheet of paper which will also serve as a work sheet. Read each statement and then enter your response on the worksheet. Before proceeding to the next page, compare your answers with those in the box. Make sure you have an understanding of the material before you start the next page.

1. You will recall studies in science where species of animals were discussed. All animals including man can be classified into groups. For instance, humans, monkeys and apes are all considered part of a common species.	
2. You are a member of a common species along with _______ apes and monkeys.	Humans
3. Specific animals are often classified by breed yet all these breeds belong to the same family. Therefore, the poodle belongs to the _______ family.	Canine, dog
4. The mustang is a member of the ______ family.	Equine, Horse
5. The Hereford is a member of the _______ family.	Bovine, Cow
6. Now that you have had a short experience classifying animals by families, let's use this example to show a similarity in the way we classify jobs. Jobs or careers also can be separated into common families.	
7. For the purpose of this unit all jobs from the very simple to the very complex will be called careers. A job as a busboy is a _______.	Career
8. A job as a lawyer or doctor is a _______.	Career
9. Each career can be identified by the task to be performed, the field of work or the professional training. A career like a carpenter might be identified by the ______ performed.	Task
10. Some careers are identified by the _____ of work.	Field
11. Some careers are identified by the _______ Training.	Professional
12. You might consider persons working in the building trade as a group identified by the _______ of work.	Field
13. Doctors are in a group identified by their ______ Training.	Professional
14. Transportation workers are identified by the _______ to be performed.	Task

OCCUPATIONAL CLUSTERS - Continued

15. As you can quickly see, all jobs can be classed into common groups. When a group of jobs or careers have a lot in common we call this an occupational cluster. Therefore, jobs which have a common base are called occupational ______.	Clusters
16. Let us examine this concept with a series of jobs which all belong to the same __________ cluster.	Occupational
17. The careers working as a clerk typist, receptionist, file clerk, duplicating clerk all belong to the same ________ cluster.	Occupational
18. The occupational cluster is called Clerical and Office since they all require the worker to have similar skills. As you can see these skills are ______ to the occupational cluster.	Common
19. Sales clerks, stockboys, checkers, buyers all have work traits which are _________.	Common
20. These common work traits are classified in a field called distribution and this is the occupational ____________.	Cluster
21. The occupational cluster for sales is _________.	Distribution
22. By this time you have recognized the fact that the occupational cluster is made up of many careers which have something in ____________.	Common
23. Sometimes the common ingredient will be a job __________ such as a rough carpenter and a ship's carpenter.	Skill
24. Sometimes the common ingredient will be Professional ______ such as a nurse or dental assistant.	Training
25. You should become familiar with some of the most frequent occupational clusters used by students trying to decide on a career. We have already discussed a few. Operators, receptionists, secretaries all belong to the occupational cluster called _______________.	Office & Clerical.
26. A salesman is in a career common to the occupational cluster of _______________.	Distribution
27. A person engaged in a career involved with defense weapons is in a _____________ occupational cluster.	Military
28. Doctors, nurses, dentists, dental technicians all belong to the _________ & Health occupational cluster.	Medical

OCCUPATIONAL CLUSTERS - Continued

29. Persons involved in politics, city government, county government or other city services are in a public service occupational cluster. The Mayor of your city is in the occupational cluster of ____________ service.	Public
30. Persons operating service businesses such as the barber, the cosmotologist, the baker, etc., are in the occupational cluster of personal service. A shoe repairman would be in the occupational cluster of __________ service.	Personal
31. Singers, dancers, actors, and others who perform as a career are in the occupational cluster of entertainment. Danny Thomas is in the occupational cluster of__________.	Entertainment
32. Meat packers, farmers, ranchers, all belong to the occupational cluster of agriculture. A cotton gin operator is a member of the __________ occupational cluster.	Agriculture
33. Teachers, college professors, all work in the occupational cluster of education. The principal of your high school is a member of the ____________ occupational cluster.	Education
34. Girls often want to be stewardesses, reservation clerks, or travel supervisors all of which are part of the transportation occupational cluster. An airline pilot is a member of the ____________ occupational cluster.	Transportation

35. By this time you should have the concept of identifying careers with occupational clusters. You will now proceed to the simple exercise to check you skill which is on page 8.

ACTIVITY #1

SUB TEST TO PROGRAM INSTRUCTION UNIT

On the column to the left are five occupational clusters and on the right are twenty careers. You are to write the careers in the appropriate space under its occupational cluster.

Clerical and Office

1. ____________________
2. ____________________
3. ____________________
4. ____________________

Medical and Health

5. ____________________
6. ____________________
7. ____________________
8. ____________________

Tradesman

9. ____________________
10. ____________________
11. ____________________
12. ____________________

Personal Service

13. ____________________
14. ____________________
15. ____________________
16. ____________________

Distribution

17. ____________________
18. ____________________
19. ____________________
20. ____________________

Welding
Shoe Repairman
Salesman
Nurse Aide
File Clerk
Electrician
Jeweler
Milkman
Steno Clerk
Car Washer
Carpenter
X-Ray Technician
Pharmacist
Receptionist
Cleaners(Clothes)
Stock Clerk
Tile Setter
Duplicating Clerk
Dentist
Marker

SUB TEST KEY

Clerical and Office

1. File Clerk
2. Steno Clerk
3. Receptionist
4. Duplicating Clerk

Medical and Health

5. Nurse Aide
6. X-Ray Technician
7. Pharmacist
8. Dentist

Tradesman

9. Welder
10. Electrician
11. Carpenter
12. Tile Setter

Personal Service

13. Shoe Repair
14. Jeweler
15. Car Washer
16. Cleaners (clothes)

Distribution

17. Salesman
18. Milkman
19. Stock Clerk
20. Marker

ACTIVITY #2

CAREER CHOICE	OCCUPATIONAL CLUSTER	REASON FOR CHOICE

ACTIVITY #3

1. List the career being performed: ____________________

   What is the occupational cluster? ____________________

   Why does the career belong in this cluster? ____________________

   ____

   How do you rank this career for you? ________*

2. List the career being performed: ____________________

   What is the occupational cluster? ____________________

   Why does the career belong in this cluster? ____________________

   ____

   How do you rank this career for you? ________*

3. List the career being performed: ____________________

   What is the occupational cluster? ____________________

   Why does the career belong in this cluster? ____________________

   ____

   How do you rank this career for you? ________*

4. List the career being performed: ____________________

   What is the occupational cluster: ____________________

   Why does the career belong in this cluster? ____________________

   ____

   How do you rank this career for you? ________*

* Rank each of the careers in order of your preference in entering this career. Place the number 1 by your first choice, number 2 by your second choice, etc.

ACTIVITY #4

OCCUPATIONAL CLUSTER

Clerical & Office
Public Service
Agricultural
Art
Education

Distribution
Medical & Health
Military
Construction
Marine

Personal Service
Trade & Industry
Entertainment
Legal Service
Transportation

OCCUPATIONAL CLUSTER	CAREERS
	____________________
	____________________
____________________	____________________
	____________________
	____________________

OCCUPATIONAL CLUSTER	CAREERS
	____________________
	____________________
____________________	____________________
	____________________
	____________________

OCCUPATIONAL CLUSTER	CAREERS
	____________________
	____________________
____________________	____________________
	____________________
	____________________

POST TEST

In the following exercise you will find a series of job titles or careers in a column on the left. Each of the careers belongs to an occupational cluster in the column on the right. You are to match the letter before the occupational cluster with the corresponding career title by placing the letter in the appropriate blank space.

1. Store Manager ______
2. Dispatcher ______
3. Dancer ______
4. Artist ______
5. Gunnery Officer ______
6. Truck Driver ______
7. First Officer ______
8. Brake Mechanic ______
9. Duplication Clerk ______
10. Stock Boy ______
11. X-Ray Technician ______
12. Welder ______
13. Warehouseman ______
14. Service Station Attendant ______
15. Dental Assistant ______
16. Manufacturing Representative ______
17. Teacher's Aide ______
18. Fashion Designer ______
19. Teacher ______
20. Receptionist ______

A. Distribution

B. Transportation

C. Art

D. Clerical & Office

E. Education

F. Medical & Health

G. Tradesman

H. Military Service

List in order of preference your three top career choices and indicate the occupational cluster.

Career: ____________________
Occup.
Cluster ____________________

Career: ____________________
Occup.
Cluster ____________________

Career: ____________________
Occup.
Cluster ____________________

POST TEST KEY

1. Store Manager - A
2. Dispatcher - B
3. Dancer - C
4. Artist - C
5. Gunnery Officer - H
6. Truck Driver - B
7. First Officer - H
8. Brake Mechanic - G
9. Duplication Clerk - D
10. Stock Boy - A
11. X-Ray Technician - F
12. Welder - G
13. Warehouseman - B
14. Service Station Attendant - A
15. Dental Assistant - F
16. Manufacturing Representative - A
17. Teacher's Aide - E
18. Fashion Designer - C
19. Teacher - E
20. Receptionist - D

I-DEAS

1. Check out the *Dictionary of Occupational Titles* (D.O.T) published by the U.S. Department of Labor. Using the resource, list the nine categories of jobs represented by the first digit of the D.O.T. number. Without using the book list five jobs you feel are in each category. See if you can find your job under that category in the D.O.T.

2. Write to several professional associations, the addresses can be located through the library, and request printed information regarding jobs in that field. When you receive the printed materials evaluate the materials to see which one has the most job types. See if the jobs listed are all in the same job cluster.

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.2 Identify a variety of possible career choices for you and group them into occupational clusters

Performance Objective: 3.2.1 Given a list of careers, group them into occupational clusters

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Define "career."
2. Define "occupational cluster."
3. Group careers according to their main occupational cluster.

RATIONALE

Careers can be grouped according to occupational clusters. If you know how jobs are related to each other, you will be more likely to consider a broader range of careers from which you might choose.

DIRECTIONS

In this LAP you will:

1. Read about occupational clusters.
2. Group a list of careers by occupational clusters.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. (Activities #1, #2, and #3 are intended to help you understand what "occupational duties" and "job families" are. After you have read the material in the activities, you will have an opportunity in Activity #4 to show whether or not you understand what "occupational clusters" and "job families" are.) All students are required to do Activities #1 - #11. I-DEAS #1 and #2 are optional.

ACTIVITY #1. Read the Definitions of New Terms (page 6) for a definition of "occupational clusters."

ACTIVITY #2. Check out with your Coordinator or counselor one of the Job Family Series, Science Research Associates, Inc., booklets.

ACTIVITY #3. Read the section in the booklet entitled "A Word About Job Families."

ACTIVITY # 4. Complete the "Grouping of Careers by Occupational Clusters Chart, Form A" (pages 7 and 8.)

In order to complete the chart, you may have to read the rest of the SRA Job Family Series. If you think you can identify each career by its main occupational cluster, compile the chart and give it to your Coordinator or counselor for him to check. If you have grouped 95% of the careers accurately, you are excused from the rest of this LAP. If you have not done so, you are to complete Activities #5 - #11.

ACTIVITY #5. Turn in your "Grouping Chart" to your Coordinator or counselor for him to check.

ACTIVITY #6. If your "Grouping Chart" is less than 95% correct, make an appointment with your Coordinator or counselor to discuss what you did wrong.

ACTIVITY #7. Keep the appointment.

Learning Activities and Resources (continued)

ACTIVITY #8. Discuss your "Grouping Chart" with your Coordinator or counselor.

ACTIVITY #9. Decide if you need to do more studying about occupational clusters or if you can now group careers by occupational clusters.

ACTIVITY #10. If you think you can now group careers, ask your Coordinator or counselor for Form B of the "Grouping Chart," complete it, and give it to your Coordinator or counselor to check.

ACTIVITY #11. If you think you need to do more studying, check out the Job Family Series, SRA, booklets, read them again, discuss them with your Coordinator or counselor, and them complete Form B of the "Grouping Chart."

I-DEAS

ACTIVITY #1. Careers can be grouped into occupational clusters according to different reasons. Visit your nearest office of the Department of Human Resources Development and ask them for copies of their "California Occupational Guides." Also ask them how they group careers. The form on page 11 of this LAP shows three (3) ways of grouping careers; i.e., interests, aptitudes, and achievements. For each of the three (3) ways, there is a sub-category; for example, interests-mechanical. For each sub-category, write in at least three (3) occupations that would be grouped under that sub-category. Discuss your groupings with your Work Experience Education Coordinator or your counselor.

ACTIVITY #2. Check out of your school or public library a copy of the Dictionary of Occupational Titles, Volume I, Third Edition. Read pages xvi through xxiv. On Form A of the "Grouping Chart," write in the correct Dictionary of Occupational Titles coding for each job. Check your coding with the key available from your Coordinator or counselor.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

DEFINITIONS OF NEW TERMS

Aptitude - something which one has an ability to learn to do

Interest - something which one likes to do

Ability - something which one can do

Achievement - something which one has learned to do

Inventory - a list of items or characteristics

Survey - a general look at things; a review of items or characteristics

Values - those things or ideas which one feels are good, worthwhile, desirable, important

Career - one's life work, including his job, occupation, profession

Occupational Clusters - groups of jobs and/or careers which have some common characteristics. For example, nurse, doctor, pharmacist, x-ray technician, surgeon, medical secretary, hospital administrator, nurse's aide are all jobs that make up part of the health occupational cluster.

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

Form A

DIRECTIONS:

Indicate the job family grouping for each of the following 40 careers by placing an "X" on the same line as the career under the appropriate job family heading.

NAME: ____________________

SCHOOL: ____________________

COORDINATOR: ____________________

Job Families

	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
1. Digital-Computer Programmer																	
2. Dietition																	
3. Concert Singer																	
4. Fashion Designer																	
5. Glazier																	
Occupational Therapist																	
7. Forester																	
8. Musical Composer																	
9. Farmer																	
10. Secretary																	
11. Playwright																	
12. Surgeon																	
13. School Principal																	
14. Clinical Psychologist																	
15. Painter																	
16. Systems Analyst																	
17. Typist																	
18. Interior Decorator																	
1 Electrical Engineer																	
20. Typesetter																	

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

Form A

NAME: ____________________

SCHOOL: ____________________

COORDINATOR: ____________________

Job Families

	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
21. Gamekeeper																	
22. Horticulturist																	
23. Experimental Psychologist																	
24. Cashier																	
25. Dancer																	
26. School Social Worker																	
27. Radiologist																	
28. Portrait Photographer																	
29. High School Coach																	
30. Insurance Agent																	
31. Physicist																	
32. Mechanical Draftsman																	
33. Statistician																	
34. Real Estate Agent																	
35. Boilermaker																	
36. Speech Pathologist																	
37. Manufacturer's Representative																	
38. Organic Chemist																	
39 Diesel Mechanic																	
40. Accountant																	

DIRECTIONS:

Indicate the job family grouping of each of the following 40 careers placing an "X" on the same line as the career under the appropriate job family heading.

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

Form B

NAME: ______________________

SCHOOL: ______________________

COORDINATOR: ______________________

Job Families

	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
1. Tape Librarian																	
2. Nutritionist																	
3. Musician																	
4. Cartoonist																	
5. Carpenter																	
6. Dentist																	
7. Lumberman																	
8. Orchestra Conductor																	
9. Agronomist																	
10. Bookkeeper																	
11. Newspaper Reporter																	
12. Nurse																	
13. School Librarian																	
14. Psychometrist																	
15. Tile Setter																	
16. Keypunch Operator																	
17. Stenographer																	
18. Commercial Photographer																	
19. Industrial Engineer																	
20. Photographer																	

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

FORM B

NAME: ______________________________

SCHOOL: ______________________________

COORDINATOR: ______________________________

Job Families

	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
21. Park Ranger																	
22. Food Technologist																	
23. Psychopharmacologist																	
24. Receptionist																	
25. Actor																	
26. Kindergarten Teacher																	
27. Pharmacist																	
28. Dress Designer																	
29. College Professor																	
30. Travel Agent																	
31. Astronomer																	
32. Tool and Die Maker																	
33. Actuary																	
34. Fund Raiser																	
35. Machinist																	
36. Dental Hygienist																	
37. News Vendor																	
38. Biochemist																	
39. Automobile Body Repairman																	
40. Mathematician																	

OCCUPATIONAL GROUPINGS

Cluster	Interests	Aptitudes	Achievement
Sub-Category	Mechanical	Manual Dexterity	Mathematics
	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.

DIRECTIONS:

Indicate the job family grouping of each of the following 40 careers by placing an "X" on the same line as the career under the appropriate job family heading.

(SCORING KEY)

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

Form A

NAME: ______________________________

SCHOOL: ______________________________

COORDINATOR: ______________________________

Job Families

	(D.O.T. Code)	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
1. Digital-Computer Programmer	(020.188)																	*
2. Dietitian	(077.168)															*		
3. Concert Singer	(152.048)													*				
4. Fashion Designer	(142.081)											*						
5. Glazier	(865.781)								*									
Occupational Therapist	(079.128)									*								
7. Forester	(040.081)			*														
8. Musical Composer	(152.088)													*				
9. Farmer	(421.181)										*							
10. Secretary	(201.368)					*												
11. Playwright	(131.088)												*					
12. Surgeon	(070.101)									*								
13. School Principal	(091.118)																*	
14. Clinical Psychologist	(045.108)														*			
15. Painter	(840.781)								*									
16. Systems Analyst	(012.168)																	*
17. Typist	(203.588)					*												
18. Interior Decorator	(142.051)											*						
1 Electrical Engineer	(003.087)						*											
20. Typesetter	(973.381)												*					

(Scoring Key)

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

Form A

NAME: ______________________________

SCHOOL: ______________________________

COORDINATOR: ______________________________

Job Families

	(D.O.T. Code)	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
Gamekeeper	(451.181)			*														
Horticulturist	(040.081)										*							
Experimental Psychologist	(045.108)														*			
Cashier	(211.368)					*												
Dancer	(151.048)													*				
School Social Worker	(195.108)																*	
Radiologist	(070.108)									*								
Portrait Photographer	(143.062)											*						
High School Coach	(099.228)																*	
Insurance Agent	(250.258)				*													
Physicist	(023.081)	*																
Mechanical Draftsman	(007.281)		*															
Statistician	(020.188)							*										
Real Estate Agent	(250.358)				*													
Boilermaker	(805.281)		*															
Speech Pathologist	(079.108)									*								
Manufacturer's Representative	(289.158)				*													
Organic Chemist	(022.081)	*																
Diesel Mechanic	(625.281)		*															
Accountant	(160-188)							*										

DIRECTIONS:

Indicate the job family grouping of each of the following 40 careers by placing an "X" on the same line as the career under the appropriate job family heading.

(Scoring Key)

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

Form A

NAME: ______________________

SCHOOL: ______________________

COORDINATOR: ______________________

Job Families

	(D.O.T. Code)	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
1. Digital-Computer Programmer	(020.188)																	*
2. Dietition	(077.168)															*		
3. Concert Singer	(152.048)													*				
4. Fashion Designer	(142.081)											*						
5. Glazier	(865.781)								*									
6 Occupational Therapist	(079.128)									*								
7. Forester	(040.081)			*														
8. Musical Composer	(152.088)													*				
9. Farmer	(421.181)										*							
10. Secretary	(201.368)					*												
11. Playwright	(131.088)												*					
12. Surgeon	(070.101)									*								
13. School Principal	(091.118)																*	
14. Clinical Psychologist	(045.108)														*			
15. Painter	(840.781)								*									
16. Systems Analyst	(012.168)																	*
17. Typist	(203.588)					*												
18. Interior Decorator	(142.051)											*						
19 Electrical Engineer	(003.087)						*											
20. Typesetter	(973.381)												*					

(Scoring Key)

GROUPING OF CAREERS BY OCCUPATIONAL CLUSTERS CHART

Form A

NAME: ____________________

SCHOOL: ____________________

COORDINATOR: ____________________

		Job Families																
	(D.O.T. Code)	Science	Mechanical Work	Outdoor Work	Selling	Clerical Work	Engineering	Mathematics	Construction	Health	Agriculture	Art	Publishing	Performing Arts	Psychology	Home Economics	Education	Electronic Data Processing
Gamekeeper	(451.181)			*														
Horticulturist	(040.081)										*							
Experimental Psychologist	(045.108)														*			
Cashier	(211.368)					*												
Dancer	(151.048)													*				
School Social Worker	(195.108)																*	
Radiologist	(070.108)									*								
Portrait Photographer	(143.062)											*						
High School Coach	(099.228)																*	
Insurance Agent	(250.258)				*													
Physicist	(023.081)	*																
Mechanical Draftsman	(007.281)		*															
Statistician	(020.188)							*										
Real Estate Agent	(250.358)				*													
Boilermaker	(805.281)		*															
Speech Pathologist	(079.108)									*								
Manufacturer's Representative	(289.158)				*													
Organic Chemist	(022.081)	*																
sel Mechanic	(625.281)		*															
Accountant	(160-188)							*										

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.2 Identify a variety of possible career choices for you and group them into occupational clusters

Performance Objective: 3.2.2 Based upon what you have learned about yourself and a variety of careers (through materials made available to you), identify three (3) clusters of occupations with at least four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

NOTE TO THE STUDENT

By the time you have completed this LAP you will:

1. Know the value of the *Dictionary of Occupational Titles*.

2. Realize the value of Exploratory Work Experience Education.

3. Understand and use the V.I.E.W. machine.

4. Learn about the occupational clusters and begin to identify possible career choices.

RATIONALE

Every career is found within an occupational cluster. If you are not qualified to pursue one career, you may have the aptitudes and abilities to pursue a related career.

[illegible]

Complete the Pre-Test on page [illegible], and compare your answers against the instructor's key. If you have answered Question [illegible] correctly, you may proceed with Activity #5. Turn in the results to your instructor when you are finished, and you have completed this LAP. Any person who does not complete Question [illegible] correctly, must do the entire LAP.

PRE-TEST

Complete this Pre-Test. Then compare your answers with the instructor's key. If you are able to identify occupational clusters and match them to four (4) careers in that cluster in item #4 of this test, you will have satisfied the performance objective of the LAP.

1. What are Occupational Clusters?

____

____

____

2. What is the Dictionary of Occupational Titles?

____

____

____

3. How can the Dictionary of Occupational Titles be valuable to you?

____

____

____

____

____

4. List three (3) occupational clusters and at least four (4) careers which belong to that cluster.

Occupational Cluster: ______________________________

a. ____________________ c. ____________________

b. ____________________ d. ____________________

Occupational Cluster: ______________________________

a. ____________________ c. ____________________

b. ____________________ d. ____________________

Occupational Cluster: ____________________

a. ____________________ c. ____________________

b. ____________________ d. ____________________

PRE-TEST (Scoring Key)

1. A single classification under which related jobs fall (example: health occupations)

2. A publication by the U. S. Department of Labor defining 22,000 careers, classifying them by clusters, and showing relationships to people, data, and things

3. It will help you to ifentify careers by occupational clusters, and identify relationships to people, data, and things as it might apply to the person interested in the occupation.

4. There is no key. The instructor will have to use judgment regarding the cluster and career comparisons.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1 Use the V.I.E.W. (Vital Information for Education and Work) machine located in your school library or career center; or other printed career information resources. Based on the scores from your aptitude tests (either the Differential Aptitude Test (D.A.T.) or the General Aptitude Test Battery (G.A.T.B.) which have been reviewed with your vocational counselor, select three (3) careers in occupational clusters where your tests have indicated ability to perform adequately. (NOTE: Be sure the D.O.T. # in Dictionary of Occupational Titles is numerically different for each of the careers selected. List the three (3) career choices on the worksheet provided on page 6.

ACTIVITY #2 Check out the Dictionary of Occupational Titles (D.O.T.) and identify the occupational title or occupational cluster for each of the three (3) careers selected in Activity #1. List the Occupational Cluster in the space provided on the worksheet on page 6. (The same worksheet is used for Activities #1 and #2.) List four (4) additional career choices within each of these Occupational Clusters you feel would also be of interest to you. This information will be listed on the worksheet on page 6, also.

ACTIVITY #3 Use the information on your worksheet from Activities #1 and #2 as a guide to selecting three (3) Exploratory Work Experience Education assignments. After completing the observation on these assignments, complete the worksheet sections on pages 7, 8, and 9.

ACTIVITY #4 Meet with three (3) other students enrolled in Exploratory Work Experience Education at your school. "Brainstorm" to determine all of the occupational clusters your group can think of. (The D.O.T. listed in Activity #2 identifies 22 basic clusters.) Select from your student-developed list, three (3) clusters which are of interest to you. Identify four (4) careers which you feel belong to this Occupational Cluster which are of interest to you and in which you feel you could be successful. You might wish to use the D.O.T. as a reference source. List the selected information on the worksheet on page 10.

WORKSHEET FOR ACTIVITY #1 AND ACTIVITY #2

CAREER #1	CAREER #2	CAREER #3
____________________	____________________	____________________
D.O.T.#______________	D.O.T.#______________	D.O.T.#______________

CAREER CLUSTER CAREER #1	CAREER CLUSTER CAREER #2	CAREER CLUSTER CAREER #3
______________________	______________________	______________________
______________________	______________________	______________________

List a total of four (4) careers within each cluster that are of interest to you.

1.	____________________	____________________	____________________
2.	____________________	____________________	____________________
3.	____________________	____________________	____________________
4.	____________________	____________________	____________________

ACTIVITY #3 WORKSHEET

Type of E.W.E.E. Station: ______________________________

____

Location of E.W.E.E. Station: ___________________________

____

Length of time spent on E.W.E.E. Station: _________________

Duties observed: _________________________________

____

____

____

Duties participated in: ____________________________

____

____

____

Was your E.W.E.E. assignment valuable in the following areas?
(Answer "yes" or "no")

Work experience: __________

Valuable Learning Experience: __________

Stepping Stone to Future Career Goal: __________

ACTIVITY #4 WORKSHEET

OCCUPATIONAL CLUSTER #1: ______________________________

Career #1. ________________________

Career #2. ________________________

Career #3. ________________________

Career #4. ________________________

OCCUPATIONAL CLUSTER #2: ______________________________

Career #1. ________________________

Career #2. ________________________

Career #3. ________________________

Career #4. ________________________

OCCUPATIONAL CLUSTER #3: ______________________________

Career #1. ________________________

Career #2. ________________________

Career #3. ________________________

Career #4. ________________________

POST-TEST

Complete this Post-Test. Then have it reviewed by your Work Experience Education Coordinator to see if you have gained the concept of what occupational clusters are, and can identify careers within those clusters.

1. What are Occupational Clusters?

   ____

   ____

   ____

2. What is the Dictionary of Occupational Titles?

   ____

   ____

   ____

3. How can the Dictionary of Occupational Titles be valuable to you?

   ____

   ____

   ____

   ____

   ____

4. List three (3) occupational clusters and at least four (4) careers which belong to that cluster.

   Occupational Cluster: ______________________________________

   a. ______________________________ c. ______________________________

   b. ______________________________ d. ______________________________

   Occupational Cluster: ______________________________________

   a. ______________________________ c. ______________________________

   b. ______________________________ d. ______________________________

112

Post-Test (Cont'd)

Occupational Cluster: ____________________________

a. ________________________ c. ________________________

b. ________________________ d. ________________________

POST-TEST (Scoring Key)

NOTE TO TEACHER: Same key to Pre-Test will serve as key to Post-Test.

I-DEAS

(In-Depth Educational Activities)

1. Select at random a job in which you feel you would be interested. Using this job as a base, go to the D.O.T., identify the occupational cluster, and select four (4) other jobs within that cluster which you feel you could perform and would have interest in performing.

2. Based on your aptitude scores from the D.A.T., use the D.O.T. to identify four (4) careers in each of three (3) clusters which match the aptitude ratings. Indicate your interest by participating in E.W.E.E. on at least one (1) assignment in each cluster.

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.2 Identify a variety of possible career choices for you and group them into occupational clusters.

Performance Objective: 3.2.2 Based upon what you have learned about yourself and a variety of careers (through materials made available to you), identify three (3) clusters of occupations with at least four (4) specific careers within each cluster, all of which seem interesting to you and in which you think you could be successful.

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Identify twelve (12) specific careers, four (4) in each of three (3) occupational clusters, in which you are interested and in which you think you could be successful.

RATIONALE

Making an effective career choice requires that you consider what you like to do and what you think you can do. Both considerations must be included in your career choice. There are many possible career choices in many different fields. This LAP will help you see the broad range of career choices available to you.

DIRECTIONS

In this LAP you will:

1. Select three (3) occupational clusters.

2. Identify four (4) specific careers in each cluster that:
    a. require aptitudes in which you have high ratings.
    b. require interests in which you have high ratings.

3. Discuss your choice with your parents or your counselor.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are required to do Activities #1 - #8. I-DEAS #1 and #2 are optional.

ACTIVITY #1. On the form on page 5 of this LAP, list your high aptitudes and your high interests from your last test results. If you do not have the results, see your counselor and get them from him. If you have not taken aptitude and interest tests, make arrangements with your counselor to take them.

ACTIVITY #2. From the occupational clusters in LAP 3.2.1, select three (3) for further study, and list them in the appropriate blanks on the form on page 5 of this LAP.

ACTIVITY #3. Check out from your counseling library or your regular school library the SRA Job Family Series about those clusters.

ACTIVITY #4. Read the booklets.

ACTIVITY #5. On the form on page 5 of this LAP, list four (4) specific careers in each cluster that require your high aptitude grades and high interests. If the SRA Job Family Series do not give you the information you need in order to identify possible career choices, you may have to use other information such as the SRA Occupational Briefs or Department of Human Resources Development Occupational Guides. See your counselor or Exploratory Work Experience Education Coordinator for additional materials.

ACTIVITY #6. On the form on page 5 of this LAP, list the source of information that tells your high aptitudes and high interests which are required for each specific career.

ACTIVITY #7. (This Activity is an alternate to Activity #8.)

ACTIVITY #8. (This Activity is an alternate to Activity #7.) Make an appointment with your counselor and discuss with him your possible career choices.

I-DEAS

1. Discuss your possible career choices with your exploratory work experience education station sponsor.

2. Interview a person working in one (1) career in each cluster. Ask him how your high aptitudes and high interests would help in the job.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

POSSIBLE CAREER CHOICES ACCORDING TO MY HIGH APTITUDES AND HIGH INTERESTS

My High Aptitudes:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

My High Interests:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Occupational Cluster #1: ____________________

Careers	Source of Information
1. ______________	______________
2. ______________	______________
3. ______________	______________
4. ______________	______________

Occupational Cluster #2: ____________________

Careers	Source of Information
1. ______________	______________
2. ______________	______________
3. ______________	______________
4. ______________	______________

Occupational Cluster #3: ____________________________

Careers	Source of Information
1.____________________	____________________
2.____________________	____________________
3.____________________	____________________
4.____________________	____________________

LAP Prepared By: Donald F. Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.3 Explore the current and emerging opportunities for employment in selected careers.

Performance Objective: 3.3.1 Select two unrelated careers which interest you and identify opportunities for employment in them from: (1) current needs in your community, California, and the nation, and (2) anticipated needs for the next five years for your community, California, and the nation. Document your findings by using the Occupational Outlook Handbook, bulletins of the U.S. Department of Labor, H.R.D. bulletins, and other library sources. Select your preference between the two careers and justify your choice.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Select two unrelated careers and identify your preference for one of them.
2. Use career information resources in order to identify and document current and emerging trends within your selected careers.

RATIONALE

This LAP will aid you in the use of resources, the location of information and the identification of careers. The base of all career information is the Dictionary of Occupational Titles; this LAP will further aid you in understanding its use.

DIRECTIONS

When you complete the Pre-Test on page 2, score it against the instructor's key. If you miss 4 or less items, then complete Activity #2 using the form on page 6. Students missing 5 or more items will complete Activity #1 and #2, and will choose and complete either Activity #3 or #4. Submit all completed worksheets or assignments to the Work Experience Coordinator prior to taking the Post Test.

PRE-TEST

In the space to the left of the numbered items, place a T if the statement is TRUE. Enter an F if the statement is FALSE.

_____ 1. V.I.E.W. means Vital Information for Education and Work.

_____ 2. V.I.E.W. has its greatest value to the student in the facts listed regarding job opportunities and emerging trends.

_____ 3. The Dictionary of Occupational Titles is printed in two Volumes, the first volume lists definitions alphabetically.

_____ 4. The Dictionary of Occupational Titles is printed by the Department of Human Resources Development.

_____ 5. The last three digits of the code numbers of the D.O.T. classify jobs according to their involvement with Data, People and Things.

_____ 6. Work Traits in the D.O.T. have been grouped into nine classifications.

_____ 7. All jobs in the D.O.T. are grouped into fifteen categories.

_____ 8. Each of the categories is further broken into divisions.

_____ 9. A good source of economic trends printed by business firms can be found in local stock exchanges.

_____ 10. A community group which often prints material on economic and employment trends is the Chamber of Commerce.

_____ 11. Career information is often printed by professional associations which represent a career area.

_____ 12. Employers who employ large numbers of workers in a given field always print market trends.

_____ 13. The Occupational Outlook Handbook is printed by the U.S. Department of Labor.

_____ 14. Job opportunities and emerging trends are listed in the Occupational Outlook Handbook.

_____ 15. The handbook breaks careers listed into seven classifications.

List two unrelated careers by preference on lines 1 and 2 below. State the reason for your preference on the back of this test.

1. ______________________ 2. ______________________

PRE-TEST ANSWER KEY

In the space to the left of the numbered items, place a T is the statement is TRUE. Enter an F if the statement is FALSE.

F 1. V.I.E.W. means Vital Information for Education and Work.

F 2. V.I.E.W. has its greatest value to the student in the facts listed regarding job opportunities and emerging trends.

T 3. The Dictionary of Occupational Titles is printed in two Volumes, the first volume lists definitions alphabetically.

F 4. The Dictionary of Occupational Titles is printed by the Department of Human Resources Development.

T 5. The last three digits of the code numbers of the D.O.T. classify jobs according to their involvement with Data, People and Things.

T 6. Work Traits in the D.O.T. have been grouped into nine classifications.

F 7. All jobs in the D.O.T. are grouped into fifteen categories.

T 8. Each of the categories is further broken into divisions.

F 9. A good source of economic trends printed by business firms can be found in local stock exchanges.

T 10. A community group which often prints material on economic and employment trends is the Chamber of Commerce.

T 11. Career information is often printed by professional associations which represent a career area.

F 12. Employers who employ large numbers of workers in a given field always print market trends.

T 13. The Occupational Outlook Handbook is printed by the U.S. Department of Labor.

T 14. Job opportunities and emerging trends are listed in the Occupational Outlook Handbook.

T 15. The handbook breaks careers listed into seven classifications.

List two unrelated careers by preference on lines 1 and 2 below. State the reason for your preference on the back of this test.

1. ______________________ 2. ______________________

The instructor would verify that the careers listed are unrelated and that the reasons for the choice listed is valid.

LEARNING ACTIVITIES AND RESOURCES

If you scored favorably on the pre-test you need only complete ACTIVITY #2 on this page. All other students using this LAP must do ACTIVITY #1 using the worksheet provided on page 5 and ACTIVITY #2 using the worksheet on page 6. In addition to completing ACTIVITIES #1 and #2, the student will select and complete either ACTIVITY #3 or #4. Submit all completed worksheets or assignments to the work experience coordinator prior to taking the post test.

ACTIVITY #1. Check out "Using Career Information Resources", prepared by 3M Corporation, from your school library or career information center. Using the 3M Sound/Slide projector, insert the tray and begin the program. (Please seek aid on the machines use if you have not operated it before this lesson.) Using the ACTIVITY #1 worksheet on page 5, complete the program. When you miss items on the program repeat the frames as directed until you understand the section. You must score 100% on the lesson before starting ACTIVITY #2.

ACTIVITY #2. Using the worksheet provided on page 6, select two unrelated careers. Through the use of the resources available to you (Dictionary of Occupational Titles, Occupational Outlook Handbook, or other community resources) identify opportunities for employment currently in your community, California and the Nation; and identify the trends for the next five years in your community, California and the Nation. Document your findings. Select your preference between the two careers and justify your choice.

ACTIVITY #3. Visit or write to a major bank branch in your community and request any printed resources they might have which show economic trends for the 70's. While you are on an exploratory work experience education assignment share the information cited for growth trends and employment needs in the occupation being observed with the sponsor. On the form provided on page 8, note the sponsors reaction to the projections and be prepared to share this information with your related instruction class.

ACTIVITY #4. Using V.I.E.W. (Vocational Information for Education and Work) select two unrelated careers. List the opportunities for employment. Visit some of the suggested places of employment and find out what the current employment demand is for the occupation and what the employer feels the demand will be in five years. Ask why the projection was made. List the response on the worksheet for ACTIVITY #4 on page 9.

A 35 mm Slide set and the dialog for ACTIVITY #1 may be obtained from the 3M Corporation by contacting Dick Sanders at the Los Angeles office in the City of Commerce.

ACTIVITY #1

Worksheet

1. ____________________________

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________

9. ____________________________

10. ____________________________

11. ____________________________

12. ____________________________

13. ____________________________

14. ____________________________

15. ____________________________

16. ____________________________

17. ____________________________

18. ____________________________

WORKSHEET ACTIVITY #2

Using the space provided list your career choice and the D.O.T. number for the career. In the block provided write in the trends as indicated and list the resource. Below this data describe your reason for preference number one.

First Career Choice: ______________________ D.O.T. # ________

CURRENT NEEDS:

Community	California	Nation
Trends	Trends	Trends
Source	Source	Source

NEEDS IN FIVE YEARS:

Community	California	Nation
Trends	Trends	Trends
Source	Source	Source

REASON FOR PREFERENCE NUMBER 1

Activity #2 Cont'd.

Second Career Choice: ______________________ D.O.T. #__________

CURRENT NEEDS:

Community	California	Nation
Trends	Trends	Trends
Source	Source	Source

NEEDS IN FIVE YEARS:

Community	California	Nation
Trends	Trends	Trends
Source	Source	Source

WORKSHEET ACTIVITY #3

Occupation being observed: ______________________________

D.O.T. Number ____________

Sponsor: ______________________________

Trends for employment CURRENTLY Trends for employment in FIVE YEARS

Source: ______________________________

Sponsor's Reaction:

ACTIVITY #4

Worksheet

CAREER CHOICE #1 ______________________

Employer Interviewed ______________________________________

CURRENT JOB TRENDS	FUTURE JOB TRENDS	REASON FOR CHANGE

CAREER CHOICE #2 ______________________

Employer Interviewed ______________________________________

CURRENT JOB TRENDS	FUTURE JOB TRENDS	REASON FOR CHANGE

POST TEST

Now that you have completed ACTIVITY #1 and #2 plus either ACTIVITY #3 or #4, you are ready to take the post test. An adaquate score would be 3 or less errors as scored against the instructor's key. If you do not achieve the required score repeat Activity #1 and one of the I-DEAS on page 12 of the LAP prior to repeating the post test.

In the space to the left of the numbered items place a T if the statement is TRUE. Enter an F if the statement is FALSE.

_____ 1. The careers of carpenter and plumber are unrelated.

_____ 2. The careers of singer and educator are unrelated.

_____ 3. The careers of farmer and cattle rancher are related.

_____ 4. Volume I of the D.O.T. deals with an alphabetical listing of job definitions.

_____ 5. The first digit of the D.O.T. number represents the 22 classifications of jobs.

_____ 6. The Occupational Outlook Handbook was printed by Security Pacific National Bank.

_____ 7. The Dictionary of Occupational Titles was printed by the U.S. Department of Labor.

_____ 8. Local community economic trends and job status can often be obtained from the local Chamber of Commerce.

_____ 9. It would be safe to assume that a job classification which does not offer opportunities locally today will not have openings in five years.

_____ 10. Career information can often be obtained free of cost from professional associations.

_____ 11. The Southern California Gas Company prints information about career fields in which it does not hire people.

_____ 12. A knowledge of job trends will not help you to prepare for a job that will be there when you complete your training.

_____ 13. The General Aptitude Test Battery (GATB) is used to help you determine your potential aptitudes and work traits.

_____ 14. V.I.E.W. means Vocational Information for Education and Work.

_____ 15. Appendix B in Volume II of the D.O.T. may be used to compare the relationship of a job to Data, People and Things.

List two unrelated careers by preference on lines 1 and 2 below. State the reason for your preference on the back of this test.

1. ____________________ 2. ____________________

POST TEST KEY

Now that you have completed ACTIVITY #1 and #2 plus either ACTIVITY #3 or #4, you are ready to take the post test. An adaquate score would be 3 or less errors as scored against the instructor's key. If you do not achieve the required score repeat Activity #1 and one of the I-DEAS on page 12 of the LAP prior to repeating the post test.

In the space to the left of the numbered items place a T if the statement is TRUE. Enter an F if the statement is FALSE.

F 1. The careers of carpenter and plumber are unrelated.

T 2. The careers of singer and educator are unrelated.

T 3. The careers of farmer and cattle rancher are related.

T 4. Volume I of the D.O.T. deals with an alphabetical listing of job definitions.

F 5. The first digit of the D.O.T. number represents the 22 classifications of jobs.

F 6. The Occupational Outlook Handbook was printed by Security Pacific National Bank.

T 7. The Dictionary of Occupational Titles was printed by the U.S. Department of Labor.

T 8. Local community economic trends and job status can often be obtained from the local Chamber of Commerce.

F 9. It would be safe to assume that a job classificatin which does not offer opportunities locally today will not have openings in five years.

T 10. Career information can often be obtained free of cost from professional associations.

F 11. The Southern California Gas Company prints information about career fields in which it does not hire people.

F 12. A knowledge of job trends will not help you to prepare for a job that will be there when you complete your training.

T 13. The General Aptitude Test Battery (GATB) is used to help you determine your potential aptitudes and work traits.

T 14. V.I.E.W. means Vocational Information for Education and Work.

T 15. Appendix B in Volume II of the D.O.T. may be used to compare the relationship of a job to Data, People and Things.

List two unrelated careers by preference on lines 1 and 2 below. State the reason for your preference on the back of this test.

1. ______________________ 2. ______________________

(The instructor will verify that the careers listed are unrelated and that the reason for the choice is valid.)

I-DEAS

The activities listed in this section of the learning activity package are not manditory. We hope that these will be exciting projects that you might want to complete for your own enlightenment.

1. Visit the Department of Human Resources Development in your community. Interview an employment counselor and find out what jobs have had the highest demand and the lowest demand over the last six months. Find out what has contributed to this gain or loss of employment in these careers cited.

2. Interview a person who is currently unemployed. Find out if he/she knew the current and emerging trends of the last job they held; prior to starting that job. Find out if they have studied the current and emerging trends for the employment they are seeking now. Based on your interview, write down or discuss orally in the related instruction class what importance you would give to knowing job trends.

3. Go to a local community college and locate an instructor of an occupational course. Interview the instructor and find out what he feels the current and emerging trends are in the field he teaches. Get supportive data or documentation on why he feels these trends have taken the direction they are taking. Report back your discussion to the related instruction class.

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.4 Identify the educational and training requirements of selected careers.

Performance Objective: 3.4.1 Select two (2) unrelated careers of interest to you, and prepare a brief description of the typical duties and responsibilities, working conditions, and salary ranges of each career. Document your findings from such sources as the Occupational Outlook Handbook and the Dictionary of Occupational Titles. On the basis of this research, select the career which seems suitable for you and explain the reason for your choice.

NOTE TO THE STUDENT

By the time you have finished this LAP you will:

1. Examine two (2) unrelated careers in light of the duties, responsibilities, working conditions, and salary range.
2. Select a preference between the two choices and be able to support the reason for your choice.

RATIONALE

Most students select a career choice based on positive experiences they might have had with persons connected with the career. Little thought is given to actual factors which will measure job success and happiness until training has been completed. This Activity will give you an opportunity to give these factors some forethought prior to your entry into career preparation.

DIRECTIONS

Complete the Pre-Test on page 2. If you miss three (3) or fewer of the test items, you are to complete Activity #3 and your responsibility for this LAP is complete. All other students are to complete Activities #1, #2, and #3, and either Activity #4 or #5. The completed worksheets from these activities is to be returned to the Work Experience Education Coordinator prior to asking for the Post-Test. Three (3) or fewer errors on the Post-Test is acceptable. If you do not meet this standard, you will want to review Activities #1 and #3 before repeating the Post-Test.

PRE-TEST

1. List three (3) ways in which the Dictionary of Occupational Titles (D.O.T.) can be used as a career information resource.

   a. ____

   ____

   b. ____

   ____

   c. ____

   ____

2. Describe two (2) uses of the Vital Information for Education and Work (V.I.E.W.) as a career information resource.

   a. ____

   ____

   b. ____

   ____

3. Give two (2) uses of the Occupational Outlook Handbook as a career information resource.

   a. ____

   ____

   b. ____

   ____

4. Describe what you feel is meant by unrelated careers.

   ____

   ____

   ____

   ____

   ____

5. What do most people feel the typical duties of a registered nurse are?

6. What do most people feel the responsibilities of a policeman are?

7. What do most people feel the typical salary range is for a teacher?

PRE-TEST (Scoring Key)

1. a. To define job titles
   b. To show the relationships of aptitudes and interests to jobs
   c. To classify jobs by job clusters (Occupational Clusters)

2. a. To find local job information
   b. To find information about career training

3. a. To find job trends for the present and future
   b. To find information on duties and responsibilities

4. Careers which do not have direct relationship to each other; a career which has numerically different D.O.T. #'s

5. To take care of the sick, to help the doctor, to administer medicine under the direction of the doctor, to maintain medical records

6. To maintain the law, to assist people in distress, to remain honest, to protect property

7. $7,000. to $15,000.

LEARNING ACTIVITIES AND RESOURCES

Now that you have completed the Pre-Test, if you missed four (4) or more of the items, you are to complete Activities #1, #2, and #3, and either one of Activities #4 or #5 as directed on the following pages. The completed worksheets will determine your success in meeting the objectives of the LAP. Be sure to turn your completed worksheets in to your Work Experience Education Coordinator.

ACTIVITY #1. If you have not used occupational resources prior to this Activity, check out and complete the 3m Sound/Slide unit on "Using Career Information Resources." This unit may be obtained in your local school library or career information center. Following the directions of the resource person, complete the unit. You must complete all items on the unit correctly before moving on to the next Activity. Use the worksheet for Activity #1 provided below.

WORKSHEET FOR ACTIVITY #1

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________

ACTIVITY #2. Use the Vital Information for Education and Work (V.I.E.W.) machine located in your local school library or career information center. Select two (2) unrelated careers of interest to you. Make sure the Dictionary of Occupational Titles (D.O.T.) number on the V.I.E.W. card is not in the same numerical sequence. List the two careers you have chosen on the worksheet on page 8.

ACTIVITY #3. Using the two (2) careers listed on your worksheet from Activity #2, complete the data on Duties, Responsibilities, Working Conditions, and Salary Ranges for the two (2) careers. Document your information from V.I.E.W., Occupational Outlook Handbook, or other career information resources. Select the career which seems suited to you and explain the reason for your choice. Space for this Activity is provided on the worksheet on pages 8 and 9.

WORKSHEET FOR ACTIVITIES #2 AND #3

Responsibilities: ______________________________

____

____

____

____

Resources: ______________________________

____

____

Working Conditions: ______________________________

____

____

____

Resources: ______________________________

____

____

Salary Range: ______________________________

____

Resources: ______________________________

____

____

SELECT ONE (1) OF THESE TWO (2) CAREERS AS THE ONE MOST SUITED TO YOU AND EXPLAIN THE REASON FOR YOUR CHOICE.

Career Choice: ______________________________

Reason for Choice: ______________________________

____

____

WORKSHEET FOR ACTIVITIES #2 AND #3

Responsibilities: ______________________________

Resources: ______________________________

Working Conditions: ______________________________

Resources: ______________________________

Salary Range: ______________________________

Resources: ______________________________

SELECT ONE (1) OF THESE TWO (2) CAREERS AS THE ONE MOST SUITED TO YOU AND EXPLAIN THE REASON FOR YOUR CHOICE.

Career Choice: ______________________________

Reason for Choice: ______________________________

ACTIVITY #4. Sign up with your Exploratory Work Experience Education Coordinator on your local campus to observe in the careers you have listed in Activity #2. Using your worksheets from Activity #3 on pages 8 and 9, compare your findings with your observations on the actual career station. Record your comparisons on the worksheet for Activity #4, found on pages 11 and 12.

ACTIVITY #5. If video tape equipment is available and you have skill or can gain guidance or aid in its use, arrange with one of your sponsors, while on an Exploratory Work Experience Education assignment, to tape segments of a typical day's activities. View the tape later and see if you can identify any of the duties, responsibilities, and working conditions for that job. Verify your findings by locating them in one of the career information resources. Use the worksheet provided for this purpose on page 13.

When you have completed the required Activities, turn in your worksheets to the Work Experience Coordinator. You might want to investigate the Activities suggested in the I-DEAS listed on page 15.

WORKSHEET FOR ACTIVITY #4

Career (1) from Activity #2: ______________________________

DUTIES DOCUMENTED:	DUTIES OBSERVED:
RESPONSIBILITIES DOCUMENTED:	RESPONSIBILITIES OBSERVED:
WORKING CONDITIONS DOCUMENTED:	RESPONSIBILITIES OBSERVED:

WORKSHEET FOR ACTIVITY #4

Career (2) from Activity #2: ______________________

DUTIES DOCUMENTED:	DUTIES OBSERVED:
RESPONSIBILITIES DOCUMENTED:	RESPONSIBILITIES OBSERVED:
WORKING CONDITIONS DOCUMENTED:	RESPONSIBILITIES OBSERVED:

If this observation has changed your career selection as designated in Activity #3, explain the reason for this change below:

WORKSHEET FOR ACTIVITY #5

Career Selection You Video Taped: ______________________

DUTIES YOU OBSERVED:	RESOURCE VERIFICATION:
RESPONSIBILITIES OBSERVED:	RESOURCE VERIFICATION:
WORKING CONDITIONS OBSERVED:	RESOURCE VERIFICATION:

POST-TEST

The worksheet from Activity #3 will serve as verification of having reached the objective of this LAP.

Now that you have completed Activities #1, #2, and #3, and one of either Activities #4 or #5, you should be ready to turn your materials in for final review. Please be sure all worksheets have been completed and signed off by the Work Experience Coordinator.

For those of you who have further interests in this area, you might want to investigate the I-DEAs on page 15. You are encouraged to try these ACTIVITIES.

I-DEAS

(In-Depth Educational Activities)

1. Using an Instamatic camera, film typical duties, responsibilities, and working conditions on at least two (2) Exploratory Work Experience Education assignments. Be sure to obtain the permission of the sponsor. Arrange a scrap book of each of the Activities and explain the pictures. You might document the items filmed with a career information resource.

2. After you and three (3) of your classmates have observed on at least four (4) different assignments in Exploratory Work Experience Education, meet together and compare the duties, responsibilities, working conditions, and pay ranges of each of the careers observed. Discuss which careers seem the most promising for each of you. Check the observed areas with a career information resource.

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.4 Identify the educational and training requirements of selected careers.

Performance Objective: 3.4.2 List the educational and training requirements of at least two (2) unrelated careers of interest to you. Document your findings from such sources as the Occupational Outlook Handbook, college catalogs, bulletins of the U. S. Department of Labor. On the basis of this research, select the career which seems suitable for you and explain the reasons for your choice.

NOTE TO THE STUDENT

By the time you have completed this LAP you will be able to:

1. Determine the educational and training requirements of at least two (2) unrelated careers.
2. Select and explain the reason for your choice between the careers you have investigated.

RATIONALE

Most students have not entered into an indepth study of the educational and training requirements of careers which have interested them; even when involved in exploratory observation. This LAP will give you insight into this area of your career planning, as well as help you to recognize the impact that such information can have on your final career choice.

DIRECTIONS

The student will complete the Pre-Test on page 3. Upon completion, the test should be checked against the instructor's KEY. If you missed three (3) or less, you need only complete Activity #3 on page 6 and you have satisfied the LAP.

If you missed four (4) or more on the Pre-Test, you should complete Activities #1, #2, and #3, and one of Activities #4, #5, and #6. The completed worksheets should be turned in to the Work Experience Education Coordinator prior to completing the Post-Test. A score of three (3) or less missed, plus completion of Activity #3 to the instructor's standards, will satisfy this LAP requirement. Additional Activities or completion of the I-DEAS, plus a repeat of Activity #3, is required of those who do not successfully meet the performance objectives.

PRE-TEST

The purpose of this test is to find out if you know anything about Career Information Resources, and if you have basic concepts regarding the educational and training requirements of selected careers. Each response can be answered TRUE or FALSE. Enter a "T" in the space provided to the left of the item if it is TRUE. Enter an "F" in the space if the response is FALSE.

____ 1. The training requirements for a veterinarian involve a five-year apprenticeship.

____ 2. Members of the Teamsters Union do not have to serve as apprentices prior to earning regular membership.

____ 3. V.I.E.W. (Vital Information for Education and Work) is one of the best sources of local career information available.

____ 4. The only way of entering a career as a dental assistant is through a two-year community college program.

____ 5. The Occupational Outlook Handbook lists the definitions of over 22,000 separate job titles.

____ 6. Each of the following careers is in the same occupational cluster: File Clerk, Stenographer.

____ 7. Each of the following careers is in the same occupational cluster: Truck Driver, Steam Shovel Operator.

____ 8. Are these two careers in the same occupational cluster? Produce Manager, Harvester.

____ 9. A person seeking a mid-management job will be able to receive his training through a community college.

____10. Girls interested in cosmetology as a career need to successfully complete biology in high school for admission into a training program.

____11. The Dictionary of Occupational Titles lists places where training may be obtained in the careers listed.

____12. Professional associations can provide a resource of information regarding educational and training requirements of the field represented.

____13. The only way to success in the music field is through luck.

____14. You must be in the upper one-third of your graduating class to enter any four-year college.

____15. You do not have to be a high school graduate to enter most community colleges (two-year programs).

PRE-TEST (Scoring Key)

1. F
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. F
11. F
12. T
13. F
14. F
15. T

LEARNING ACTIVITIES AND RESOURCES

If you have successfully completed the Pre-Test, you need only complete Activity #3 on this list. All other students will complete Activities #1, #2, and #3, and one (1) of Activities #4, #5, or #6. Turn in the completed worksheets prior to taking the Post-Test.

ACTIVITY #1. If you have not used occupational resources prior to this activity, check out and complete the 3M Sound/Slide unit, "Using Career Information Resources." This unit should be located in your library or career information center at the local school. Use the worksheet provided to complete the unit. This worksheet is on page 8 A perfect score is required to satisfy the activity before you move on to the next activity.

ACTIVITY #2. Use the V.I.E.W. (Vital Information for Education and Work) program located in your library or school career information center. From the Micro-Film V.I.E.W. deck, select four (4) careers of interest to you. (Be sure the D.O.T. reference number is not numerically similar.) Insert the card in the machine and list on the worksheet provided on page 9 each of the education and training requirements. You should have information for four (4) separate careers.

ACTIVITY #3. Using the data from Activity #2, compare your information on two (2) careers with the Dictionary of Occupational Titles, the Occupational Outlook Handbook, or other resource material. List the comparison data on the form provided on page 11. Based on this information, select one (1) of the two (2) careers researched and support your reason for this choice on the space provided on the worksheet on page 11.

ACTIVITY #4. On the basis of the data developed in Activity #2, select two (2) careers from different clusters and arrange to observe in the careers while you are in the Exploratory Work Experience Education Program. While you are on the individual assignments, find out from your observation the educational and training requirements related to you by your sponsor. Compare this with your data collected in Activity #2. Use the form provided on page 12. If this observation has altered your earlier selection, explain why. Space is provided on the worksheet on page 12.

ACTIVITY #5. Visit your local community college and, taking the education and training data gathered in Activity #2 and Activity #3, visit the department where the major course work would be offered. Discuss with teachers and students the program offerings and how you should prepare for these career fields. Note comments on the form provided on page 13. If the activity has influenced your final decision, explain why on the form section provided on page 13.

ACTIVITY #6. If your career choice receives the training through apprenticeship or trade school, visit the training center for that career in your area. Discuss entry into the program with instructors and students. Compare this with your printed data from Activity #2 and Activity #3, using the form provided on page 14. If the activity has influenced your final decision, explain why on the form section provided on page 14.

Now that you have completed the required Activities, you should be ready for the Post-Test. Turn in all your worksheets to the Work Experience Education Coordinator. If you are successful on the Post-Test, you might want to look into the I-DEAS on page 17.

WORKSHEET FOR ACTIVITY #1

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________

WORKSHEET FOR ACTIVITY #2

1. V.I.E.W. CARD CAREER ______________________________ D.O.T. # __________

EDUCATION REQUIREMENTS	TRAINING REQUIREMENTS

2. V.I.E.W. CARD CAREER ______________________________ D.O.T. # __________

EDUCATION REQUIREMENTS	TRAINING REQUIREMENTS

3. V.I.E.W. CARD CAREER ______________________________ D.O.T. # __________

EDUCATION REQUIREMENTS	TRAINING REQUIREMENTS

4. V.I.E.W. CARD CAREER ______________________________ D.O.T. # __________

EDUCATION REQUIREMENTS	TRAINING REQUIREMENTS

WORKSHEET FOR ACTIVITY #3

CAREER CHOICE (1) ______________________________ D.O.T. #__________

TRAINING REQUIREMENTS ACTIVITY #2	SECOND RESOURCE (List title) ______________________________
EDUCATION REQUIREMENTS ACTIVITY #2	SECOND RESOURCE (List title) ______________________________

CAREER CHOICE (2) ______________________________ D.O.T. #__________

TRAINING REQUIREMENTS ACTIVITY #2	SECOND RESOURCE (List title) ______________________________
EDUCATION REQUIREMENTS ACTIVITY #2	SECOND RESOURCE (List title) ______________________________

Indicate preferred choice of two comparisons from above ____________________

____________________. Explain your rationale on the back of this worksheet.

WORKSHEET FOR ACTIVITY #4

CAREER OBSERVED: ______________________ LOCATION ________

D.O.T. #__________ SPONSOR ______________________

V.I.E.W. DATA ON EDUCATION/TRAINING	SPONSOR'S DATA

CAREER OBSERVED: ______________________ LOCATION ________

D.O.T #__________ SPONSOR ______________________

V.I.E.W. DATA ON EDUCATION/TRAINING	SPONSOR'S DATA

What influence has this observation had on your final career choice and why?

____

____

____

____

____

WORKSHEET FOR ACTIVITY #5

COLLEGE VISITED: ______________________________

Department: ____________________ (Please attach printed materials you collected)

Teacher Contacted: ________________ Student Contacted: ______________

____

(List more than one student)

CAREER SELECTION FROM ACTIVITY 3 or 2: ____________________

D.O.T. #______________.

School Information on Education Requirements.	Student Information on Education Requirements.

How does this compare with what you learned about the training and education requirements from Activity #2?

____

____

____

____

What influence has this visitation had on your final career choice, and why?

____

____

____

____

WORKSHEET FOR ACTIVITY #6

TRADE SCHOOL/UNION VISITED: ____________________

Division: ____________________ (Please attach printed materials you collected)

Advisor Contacted: ____________________ Student Contacted: __________

____

(Try to talk with more than one student)

CAREER SELECTION FROM ACTIVITY #2 or #3: ____________________

D.O.T. #____________________

School Information on Training Requirements	Student Information on Training Requirements

How does this compare with what you learned about the training and education requirements from Activity #2?

____

____

____

____

What influence has this visitation had on your final career choice, and why?

____

____

____

____

POST-TEST

When you have completed Activities #1, #2, and #3, and at least one (1) more of Activities #4, #5, and #6, you should turn your worksheets in to the Work Experience Education Coordinator. You are then ready to complete the Post-Test. As in the Pre-Test, mark a "T" for TRUE and an "F" for FALSE in the space provided in the left margin.

____ 1. Training requirements for most apprenticeable trades include practical experience.

____ 2. File Clerks and Stenographers belong to the same occupational cluster.

____ 3. Retail sales clerks and produce managers belong to the same occupational cluster.

____ 4. V.I.E.W. (Vital Information for Education and Work) is a source of national information on career trends.

____ 5. The Dictionary of Occupational Titles contains over 22,000 job definitions.

____ 6. Copies of the Occupational Outlook Handbook may be used to find out about training requirements.

____ 7. College programs leading to competency in a given career area are all about the same.

____ 8. You must be in the upper one-third of your graduating class to enter any four-year college.

____ 9. Dental assistance programs are offered both at the community college and through trade schools.

____10. Airline stewardess trainees can only receive their training from a company-operated trade school.

Your Career Preference from the LAP was: ______________________

______________________________.

D.O.T. #______________________

Why did you select this career preference? ______________________

____

____

____

____

POST-TEST (Scoring Key)

When you have completed Activities #1, #2, and #3, and at least one (1) more of Activities #4, #5, and #6, you should turn your worksheets in to the Work Experience Education Coordinator. You are then ready to complete the Post-Test. As in the Pre-Test, mark a "T" for TRUE and an "F" for FALSE in the space provided in the left margin.

1. T
2. T
3. F
4. F
5. T
6. T
7. F
8. F
9. T
10. F

I-DEAS
(In-Depth Educational Activities)

1. Arrange to have a panel of community employers using people in several different occupational clusters to present a panel on expected educational and training standards. Structure the panel so they will react to common ingredients to be aware of in further training, and also requirements which are peculiar to their specific fields. The group can take notes and react in small groups.

2. Take 8mm movies, video tapes, or still pictures of ways you can meet career training requirements in each of four (4) jobs from two (2) different occupational clusters. Show your finished product in the related instruction class.

3. Arrange to have a representative from three (3) different unions visit on campus to present the training requirements necessary for entry into each of their unions. Structure the presentation so they discuss entry requirements, schooling, and apprentice activities. You might have the presentation for several related instruction groups, or extend the presentation to other class groups in the local school.

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.4 Identify the educational and training requirements of selected careers

Performance Objective: 3.4.3 Based upon at least two (2) interviews with persons employed in the career you selected under Performance Objective 3.4.2., identify several levels of advancement related to that career. Outline the steps you must take and estimate the time required for you to attain the career level you desire.

NOTE TO THE STUDENT

By the time you have completed this LAP, you will realize the importance of education, work experience, and community experience as they relate to job advancement. You will also have plotted a course of action for you to follow in reaching a specific career goal.

RATIONALE

Some career goals can be reached upon graduation from high school, based upon preparation you receive while in school. Other jobs require more education and experience, plus certain personality characteristics. Through this LAP, you will see exactly what is needed in your career choice and the length of time it will take you to reach this goal.

DIRECTIONS

Complete the Pre-Test on page 2. Check your test with your Work Experience Education Coordinator. If you have completed items #2 and #3 to the Coordinator's satisfaction, you can proceed to Activity #4 on page 5. Satisfactory completion of this activity will meet the requirement of the LAP. All other students are to complete Activities #1 through #4. Turn the completed worksheets in to your Work Experience Education Coordinator. Completion of Activity #4 to the satisfaction of the Coordinator will serve as the Post-Test for this LAP.

PRE-TEST

1. Have you ever had any experience working, either through Exploratory Work Experience Education or paid work experience, in the career selected for this LAP? If yes, please specify which career and the job function performed.

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2. Are you being trained now to successfully meet the requirements of your future career goal? If yes, please specify.

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3. Does your career goal require extensive on-the-job training, or will you be able to enter your vocational field upon graduation from high school?

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4. What is job advancement? ______________________

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How does it affect your salary, status, work load, and job responsibility?

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Pre-Test (Cont'd)

5. Name at least three (3) factors that can help an individual advance on the job.

a. ____

____

b. ____

____

c. ____

____

PRE-TEST (Scoring Key)

1. No key needed.

2. Student should be enrolled, or previously enrolled with above-average grades, in a class that will give him a saleable skill upon graduation from high school.

3. Student should be enrolled, or previously enrolled with above-average grades, in a class that will give him a career that he can use upon graduation from high school. (Example: shorthand and typing for secretary; auto mechanics for mechanic)

4. Job advancement would mean a promotion in career rank. Usually with job advancement comes higher pay, greater status within the organization and community, a potentially heavy work load and more job responsibility.

5. Education, willingness to work hard, knowing the right people, etc. (Counselor or Coordinator may use his discretion in determining other factors that would apply here.)

If student answers questions #1-#5 correctly, he does not have to perform this LAP. In any case, the student must answer questions #2 and #3 correctly in order to not have to do this LAP.

LEARNING ACTIVITIES AND RESOURCES

Activity #1 Using the information you obtained from interviews with two (2) persons in the career of your choice as selected in Performance Objective 3.4.2., chart all of the educational and training background of the persons interviewed, using the worksheet on pages 6 and 7. Then chart all of the educational and training experiences you have had, plus those you expect to achieve in the future, based on your interviews.

Activity #2 Using the list of Personality and Interest Traits provided on page 8, choose those factors that relate directly to the career you have selected. Using the worksheet on page 9, list the personality and interest traits you have found that are needed in the career in the left column, and the personality traits you feel you possess in the right column.

Activity #3 Using the information you gathered from two (2) interviews with people involved in the career of your choice, note the amount of working time that is required before desired career advancement can actually be achieved. List this information on the worksheet for Activity #3 on pages 10 and 11. On the same worksheet, state the amount of time you expect to put in before achieving a similar level in your career goal.

Activity #4 After reviewing the information gathered in Activities #1, #2, and #3, create a step-by-step outline that will include all educational and outside experiences that will help you reach your career goal. Include in this outline an estimate of the time involved, ways of achieving needed personality traits, and outside experiences that are directly related to reaching career advancement. Record this information on the worksheets provided on pages 12 through 15.

ACTIVITY #1 WORKSHEET

CAREER A: ______________________________

List actual career training and education obtained by person interviewed.

List actual career training you have already achieved.

List actual career training you plan to achieve in the future.

ACTIVITY #1 WORKSHEET

CAREER #: ____

List actual career training and education obtained by person interviewed.

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List actual career training you have already achieved.

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List actual career training you plan to achieve in the future.

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ACTIVITY #2 WORKSHEET

PERSONALITY TRAITS	INTEREST TRAITS
1. Aggressive	1. Likes change, and variety of different job assignments
2. Honest	2. Prefers dealing with things and activities
3. Intuitive	3. Likes working for, and helping people
4. Responsible	4. Prefers creative assignments
5. Tactful	5. Enjoys activities that are scientific or technical in nature
6. Leader	6. Ability and desire to work with people
7. Integrity	7. Willing to see a job through
8. Loyal	8. Ability to work on your own without much supervision
9. Outgoing	9. Prefers routine and organized activities
	10. Prefers working alone

ACTIVITY #2 WORKSHEET

CAREER: ____

List traits needed for a successful accomplishment of this career. Use list of traits on preceeding page.	List traits you already possess that will help you in achieving the career goal.

ACTIVITY #5 WORKSHEET

CAREER #1: ____

Many career goals require some years of experience before actual goals can be attained. This experience can either be gained by years within the company or by experience obtained from working with a similar organization. Using the information you obtained from the two (2) interviews, list years and amount of experience needed to obtain this particular career goal.

____

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____

Note the amount of time and experience you expect and are willing to put in, in order to achieve your career goal.

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ACTIVITY #3 WORKSHEET

CAREER #II: ______________________________

Many career goals require some years of experience before actual goals can be attained. This experience can either be gained by years within the company or by experience obtained from working with a similar organization. Using the information you obtained from the two (2) interviews, list years and amount of experience needed to obtain this particular career goal.

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Note the amount of time and experience you expect and are willing to put in, in order to achieve your career goal.

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ACTIVITY #4 WORKSHEET

After the interviews have completed your information about training and educational requirements in the career of your choice selected in Performance Objective 3.4.2, you are to react to your impressions of these requirements as they would apply to you. To accomplish this, complete the next Activity.

CAREER CHOICE: ______________________________ Interview #1

List all school or training institutions for this career (cite the source of the information). Indicate the amount of time required to complete the program.

1. ______________________________ Time: __________
2. ______________________________ Time: __________
3. ______________________________ Time: __________

List actual work experience or training that would assist you in reaching your career goal. How much time has been suggested as realistic or necessary for this career?

1. ______________________________ Time: __________
2. ______________________________ Time: __________
3. ______________________________ Time: __________

Using the preceding information, plus other interview data or other information resources, develop a step-by-step procedure, listing all education, community experiences, and different job levels that must be followed before reaching your career goal. (Be sure to take into consideration that many of these duties may be performed together, such as education and work experience. This will cut down on the time required to reach your goal.) To complete, make sure to note the time in years or months needed to complete each segment. When finished, total the time involved in reaching the career goal.

High School:

Course Work	Time
1. ______________________________	__________
2. ______________________________	__________
3. ______________________________	__________
4. ______________________________	__________

Activity #4 Worksheet (Cont'd)

High School (Cont'd)

5. ______________________________ ____________

6. ______________________________ ____________

Work Experience/Other   Time

1. ______________________________ ____________

2. ______________________________ ____________

3. ______________________________ ____________

Trade School or College Training:

Major Subject   Time

1. ______________________________ ____________

2. ______________________________ ____________

3. ______________________________ ____________

4. ______________________________ ____________

[illegible]:

Jobs or Positions   Time

1. ______________________________ ____________

2. ______________________________ ____________

3. ______________________________ ____________

4. ______________________________ ____________

5. ______________________________ ____________

6. ______________________________ ____________

7. ______________________________ ____________

8. ______________________________ ____________

[illegible]: ______________________________

[illegible]: ____________________

Activity [illegible] Worksheet (Cont'd)

CAREER CHOICE: ______________________________ Interview #2

List all school or training institutions for this career (cite the source of the information). Indicate the amount of time required to complete the program.

1. ______________________________ Time: __________

2. ______________________________ Time: __________

3. ______________________________ Time: __________

List actual work experience or training that would assist you in reaching your career goal. How much time has been recommended as realistic or necessary for this career?

1. ______________________________ Time: __________

2. ______________________________ Time: __________

3. ______________________________ Time: __________

Using the preceding information, plus other interview data or career information sources, develop a step-by-step procedure, listing all education, community experiences, and different job duties that must be followed before reaching your career goal. (Be sure to take into consideration that many of these duties may be performed together, such as education and work experience. This will cut down on the time required to reach your goal.) To complete, be sure to note the time in years or months needed to complete each segment. When finished, total the time involved in reaching the career goal.

High School:

Course Work ______ Time

1. ______________________________ __________

2. ______________________________ __________

3. ______________________________ __________

4. ______________________________ __________

5. ______________________________ __________

6. ______________________________ __________

Activity [illegible] Worksheet (cont'd)

Work Experience/Other | Time

1. ______________________________ | __________

2. ______________________________ | __________

3. ______________________________ | __________

Trade School or College Training:

Course Major | Time

1. ______________________________ | __________

2. ______________________________ | __________

3. ______________________________ | __________

4. ______________________________ | __________

On-the-Job Advancement:

[illegible] | Time

1. ______________________________ | __________

2. ______________________________ | __________

3. ______________________________ | __________

4. ______________________________ | __________

5. ______________________________ | __________

6. ______________________________ | __________

7. ______________________________ | __________

8. ______________________________ | __________

[illegible]: ______________________________

[illegible]: ____________________

POST-TEST

The Activity [illegible] worksheets will serve as the Post-Test.

When done properly, the student will have computed and defined time, education, experience, and duties needed in reaching his career goals.

I-DEAS

1. Talk to your counselors or teachers about the different colleges or trade schools that have the best programs in your designated field.

2. Take advantage of your V.I.E.W. Machine (Vital Information for Education and Work), if your school has one. It contains a wealth of information on just about every career available.

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers

Performance Objective: 3.5.1 Based upon what you have learned about yourself and a variety of careers, describe your own career expectations. Compare these with: (1) your school achievement, (2) educational and training requirements of the careers considered, (3) your self-assessment, and (4) your capacity to delay reaching career expectations because of necessary education and training.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Compare and contrast your present school achievement to your future career goal.

2. Compare your interests and aptitudes as they pertain to your future vocational goals.

RATIONALE

This LAP is designed to help you discover if your school achievement, aptitudes, and interests correspond with your career goals.

DIRECTIONS

You are to complete the Pre-Test on page 2 of this LAP. If your answers satisfy the criteria listed on the instructor's key, then you may proceed to Activity #4 on pages 10 and 11. If you have satisfactorily explained how each of three (3) statements in the activity relate to your own life style, then you have completed the requirements of this LAP.

Students who have not satisfied the criteria listed on the Pre-Test Key are to select two (2) of Activities #1, #2, and #3, plus Activity #4 and complete the outlined tasks as described on page 4. Activity #4 serves as the Post-Test and will be turned in along with other worksheets for examination by the Work Experience Education Coordinator, who will determine if you have met the objectives.

PRE-TEST

All of us must make a decision as to what our career goal will be in the future. Some of these decisions are made on our own; others are made for us through circumstances over which we did or did not have control. There are certain factors which determine our career goals. You are to list five (5) factors which you feel would have the greatest impact on choosing a career. Keep in mind the importance of picking a career you are happy with and can achieve a certain degree of success in performing.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

When you have completed your list, check your items against the instructor's key. If you have listed five (5) factors on this test which also appear on the key, you may proceed with Activity #4. If not, continue with the Learning Activities and Resources which start on page 4.

POST-TEST (Scoring Key)

All of us must make a decision as to what our career goal will be in the future. Some of these decisions are made on our own; others are made for us through circumstances over which we did or did not have control. There are certain factors which determine our career goals. You are to list five (5) factors which you feel would have the greatest impact on choosing a career. Keep in mind the importance of picking a career you are happy with and can achieve a certain degree of success in performing.

1. A list of various interests
2. Potential for making a lot of money
3. Great demand for this particular career
4. Parent's desire for child to go into certain career
5. Strong educational background in chosen field

Students may list any others; use your discretion in scoring them.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1 Pick three (3) careers you feel you are interested in pursuing. Go to the V.I.E.W. (Vital Information for Education and Work) machine located in your school library or career information center; seek other printed information on careers or see your vocational counselor. Investigate all of the education, experience, and training that must be completed before a career goal can be reached. From this information, choose the one (1) career you are most interested in pursuing. Use the worksheets on pages 4, 5, and 6 for this Activity.

ACTIVITY #2 Compare your own educational background with the information gathered in Activity #1 for the career of your choice. Be sure to note in this Activity any scholastic awards or achievements you have made during high school. Also list classes in which you especially excel; list those subjects that you may not excel in, but you really enjoy. The information for this Activity may be recorded on the worksheet provided on page 8.

ACTIVITY #3 Using the worksheet provided on page 9, jot down any special talents, aptitudes, and interests you may have. Compare this data to see if any of the items which come easy to you or are fun coincide with your career goal.

ACTIVITY #4 Refer to the list of statements on pages 10 and 11. Select three (3) statements that relate directly to you and would affect your future career plans. Write a brief explanation describing why this particular statement fits you and would have an affect on your future life style. You may enter your descriptive data on the worksheet provided on page 12.

ACTIVITY #1 WORKSHEET

Using the VIEW machine or other resource materials available at your school, find information in the areas listed on this worksheet in each of three (3) careers. After you have gathered all of the data, select one (1) career as the most appealing to you, which will be used in further comparisons.

CAREER #1: ________________________ D.O.T. #__________

Educational Requirements: ____________________

Training or Experience Requirements: ____________________

Aptitude Levels: ____________________

Interest Levels: ____________________

ACTIVITY #1 WORKSHEET (Cont'd)

CAREER #2: ______________________________ D.O.T. #________

Educational Requirements: ______________________________

____

____

____

____

Training or Experience Requirements: ______________________________

____

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____

Aptitude Levels: ______________________________

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____

Interest Levels: ______________________________

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ACTIVITY #3 WORKSHEET (Cont'd)

CAREER #3: ______________________ D.O.T.# __________

Educational Requirements: ______________________

Training or Experience Requirements: ______________________

Aptitude Levels: ______________________

Interest Levels: ______________________

Career of Greatest Interest: ______________________

ACTIVITY #2 WORKSHEET

CAREER OF MOST INTEREST FROM ACTIVITY #1: ______________________________

____

List any education or training you have had to date that relates to the career chosen.

____

____

____

List any scholastic awards (if any) you have received during high school. Give the year and your age when they were received.

Award	Year	Age

List classes in which you do your best.

______________________________ ______________________________

______________________________ ______________________________

List courses you enjoy.

______________________________ ______________________________

______________________________ ______________________________

Describe the ways in which you see the record listed above tie-in with the career preference you have selected.

____

____

____

____

ACTIVITY #3 WORKSHEET

Keeping in mind the importance of liking what you are doing when establishing a career that is attainable (in other words, don't strive to become an artist if you are unable to draw or paint), list on this worksheet the following as they apply to you:

TALENTS	INTERESTS	APTITUDES
(Singing)	(Reading)	(Spelling)

CAREER GOAL FROM ACTIVITY #1: ______________________________

Do these factors coincide with your career goal? ____________

Explain. ______________________________

____

____

____

____

____

____

ACTIVITY #4 WORKSHEET

1. You are willing to give up the necessary amount of time needed for the education required to reach your career goal.

2. You want to make money as soon as possible because you want a new car and nice clothes.

3. You come from a large family where income is limited; your family expects you to start working immediately after graduating from high school.

4. You hate school and can't wait to get out.

5. You're being trained for your vocational goal in high school. You don't feel you will require any more training after graduation.

6. You have received a scholarship to attend the college of your choice. You plan to attend school on this scholarship; you will reach your career goal because of this financial help.

7. You plan to "kill two birds with one stone" by going on to school and working at the same time.

8. You have vocational skills now, but you realize the only way to advance on the job is to take more classes in college. You plan to work using the skills you learned in high school and take college classes at night; eventually you will get a diploma.

9. Your career expectations do not require a college diploma. However, you feel extra classes will help you do a better job. Therefore, you will enroll in college for a short time to take classes that will help you on the job. You will work and go to school.

10. You have rich parents who will support you while in college. It doesn't matter how long you go to school because money is no object.

11. You dread the idea of work; you plan on taking as long as possible to finish school so you won't have to face the idea of holding a job.

12. You realize school is important but money is limited. You want a college education, but you feel it will be too difficult to work and go to school at the same time. Therefore, you plan on working after graduation from high school and saving up enough money to send yourself through college. You realize this will take a few years, but you feel it is worth it in that you can devote your entire time to studying.

13. Your career goal requires much training, and you have been offered a high-paying job at the factory down the street. You realize the factory job has a good starting salary, but there is no chance for advancement. However, you realize you will be making more money and be a happier person if you go through with your college plans. It may take longer but it will pay off better in the long run.

ACTIVITY #4 WORKSHEET (Cont'd)

Rather than writing the statement out, list the corresponding number of the statement in the space provided.

Statement #_______. Explain why this describes your future life style.

____

____

____

____

Statement #_______. Explain why this describes your future life style.

____

____

____

____

Statement #_______. Explain why this describes your future life style.

____

____

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____

List and explain any other statements of life style which would affect you, but may not have been included in the list.

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POST-TEST

Activity #4 will serve as the Post-Test. If you have finished it completely and accurately and it has been checked by your instructor, you have satisfied the performance objective of this LAP.

I-DEAS
(In-Depth Educational Activities)

1. Interview at least three (3) people involved in the same career as your future career goal. Find out the following:
   a. Their special talents and interests
   b. Educational background
   c. Barriers they had to overcome before they could reach their career goal

2. Visit a college or trade school that has programs for your career goal. Talk with a counselor or dean about the qualifications you must have before you enter into this occupation.

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers

Performance Objective: 3.5.1 Based upon what you have learned about yourself and a variety of careers, describe your own career expectations. Compare these with: (1) your school achievement, (2) educational and training requirements of the careers considered, (3) your self-assessment, and (4) your capacity to delay reaching career expectations because of necessary education and training.

NOTE TO THE STUDENT

Upon the completion of this LAP you will:

1. Describe at least two (2) of your present career expectations in terms of:
   a. your school achievement
   b. the requirements of your chosen career possibilities
   c. your aptitudes, interests, and preferences
   d. your motivations for further education and training.

RATIONALE

Making a career choice must include your knowledge of what you can do, what you like to do, how much you want the career, and what the career requires. This LAP will give you an opportunity to consider your career choices in terms of your knowledge of yourself and career requirements.

DIRECTIONS

In this LAP you will:

1. Study two (2) possible career choices.
2. Review what you have learned about yourself.
3. Discuss your career choices and your reasons for them with your parents and with your Work Experience Education Coordinator or counselor.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are required to do Activities #1 - #8. I-DEAS #1 and #2 are optional.

ACTIVITY #1. Select two (2) careers you are considering following.

ACTIVITY #2. Two (2) copies of the "Outline For the Study Of A Career" are included in this LAP. Read the outlines so that you will have a general idea of what you will be doing. (Pages 7 - 22.)

ACTIVITY #3. Complete the outline for each career you have selected. In order to complete the outline, you will have to use the following resource materials available from your library:

California Occupational Guides, California State Department of Human Resources Development,

Occupational Outlook Handbook, U. S. Department of Labor, Bureau of Labor Statistics,

Handbook of Job Facts, Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

ACTIVITY #4. Review your Personal Profile of Aptitudes, Interests, and Achievements (LAP 3.1.1 and 3.1.2) and your Data, People, Things Survey (LAP 3.1.6).

ACTIVITY #5. Discuss what you have learned with your parents.

ACTIVITY #6. Make an appointment with your Work Experience Education Coordinator or counselor.

ACTIVITY #7. Keep the appointment.

Learning Activities and Resources (continued)

ACTIVITY #8. Discuss your career expectations with your Work Experience Education Coordinator or counselor. Be sure to take your career outlines, your Personal Profile of Aptitudes, Interests, and Achievements and your Data, People, Things Survey with you to the interview.

I-DEAS

ACTIVITY #1. Make an appointment with someone working in each of your two (2) chosen careers. Tell them why you have chosen those careers. Ask them if they think you would be successful in those careers. Tell your exploratory work experience education class about your interviews.

ACTIVITY #2. Practically every job has some things about it that people working at that job like and do not like. The things they like about the job are more important to them than the things they do not like. For each of the two (2) careers you are studying in this LAP, make a list of the things you think you would like and would not like about each career. Tell your Work Experience Education Coordinator or counselor, verbally or in writing, why you think the things you like would be important enough to you so that you would be satisfied with that career despite the things you do not like.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

OUTLINE FOR THE STUDY OF A CAREER

NAME: ______________________________

SCHOOL: ______________________________ COORDINATOR: ______________

A. The questions listed are intended to help you in your search for the kinds of facts you will want to get before you decide whether or not to choose a particular career. If you feel that a particular question may not apply to the career which you are studying, (or to you), ignore it.

This exercise can be used as a guide for all future job explorations. Answers to the questions asked may be obtained from many sources: reading, talking to workers or employers, career conferences, work experiences, etc.

NAME OF CAREER: ______________________________

1. Future Prospects: Are workers in demand today? Is employment expected to increase or decrease? Why?

____

____

____

____

____

2. Nature of Work: In brief, what does the worker do? Is the work done inside, outside, or both? What are the work conditions? (Hot, dry, humid, dirty, noisy, cramped, etc.) Is work done with others, around others, or alone?

____

____

____

____

____

3. Physical Qualifications: Age limits? Sex? Height and weight? Vision? Strength?

____

____

Outline for the Study of a Career (continued)

3. (continued)

4. Verbal Intelligence: Is verbal intelligence important, and to what degree?

5. Special Aptitudes: What other aptitudes are necessary, and to what degree?

6. Preparation: How much and what kind of preparation is required to meet employers' standards or legal requirements?

How long does it take? Cost?

6. (continued)

Where can one get a list of approved schools?

____

What kind of high school preparation is necessary?

____

Is apprenticeship or on-the-job training required?

____

Is experience of some kind necessary for entrance? If so, describe.

____

____

____

7. Entrance: How does one get his first job? (By examination? Application to employer? Joining a union? Saving to acquire capital for opening own business? How much capital?)

____

____

____

8. Advancement: Opportunities for advancement to what? After how long, and after what additional preparation or experience?

____

____

____

____

9. Earnings: Average earnings? Beginning earnings? Maximum expectance?

____

____

____

____

10. Geography: Are workers evenly distributed over the United States, or more concentrated in certain areas?

____

____

11. Advantages and Disadvantages: What about the hours of work? (Long, short, overtime, night, Sundays and holidays, vacations, etc.)

____

____

____

Is employment steady, seasonal or irregular? Does one earn more or less with advancing age? (e.g., professional athletes)

____

____

Are the skills acquired transferable to other occupations? Which?

____

____

Is the work hazardous? (Accidents, occupational diseases, etc.)

____

____

12. Sources of Further Information: (Professional associations, colleges, industries, unions, etc.)

____

____

____

B. The following section is designed to help you to compare what you now know about this career with what you know or can learn about yourself. Completing this section will involve some repetition, but this is necessary in order to help you to select and to bring together the most important facts, take a good look at them, and decide what further information you may need, or what your next step should be.

1. Interests: List here all the things you would have to do in this career that you think you would enjoy doing:

____

____

____

____

2. List here all the things that you would have to do in this career that you think you would dislike doing:

____

____

____

____

3. Physical Requirements: List any particular physical requirements here that you must meet in this career:

____

____

____

____

4. List any physical requirements that you think it may be difficult for you to meet.

____

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265

5. Aptitudes: List here any special aptitudes that are necessary for this occupation (Mechanical aptitudes, clerical aptitudes, scholastic aptitudes, etc.):

6. Have you taken any tests to measure these aptitudes? Record the results of these tests and/or other evidence of these aptitudes:

7. Preparation: List here the number of years of high school and post-high school training necessary or desirable:

High School:

Post-High School:

8. List here the number of years of high school and post-high school training that you think you have the ability and the desire to get:

High School:

Post-High School:

9. Earnings: What are the expectancies in earnings for this occupation?

10. Do you feel that this will be satisfactory for you?

11. Job Demand: What is the present picture and the employment outlook for this occupation?

____

____

____

12. Does the employment outlook seem good in terms of your potential and your limitations? (Consider your chances for success in preparation, training, etc.)

____

____

13. Miscellaneous: List here any other reasons why you think this would be a good occupation for you to enter:

____

____

____

14. List here any other reasons why you think this would not be a good occupation for you to enter:

____

____

____

C. The purpose of the following section is to summarize, to make more decisions if possible, and/or to plan further action.

1. Summary: Go back over the things that you have written on the previous pages and list all the important reasons why you think this would be a good career for you to enter:

____

____

____

____

____

2. List here the most important reasons why you think this career may not be good for you to enter:

____

____

____

____

____

3. Decision-making: If this looks like a career in line with your interests, aptitudes, etc., and is one which you wish to consider as a possibility in your future planning, indicate what further steps you will want to take:

   (a) Talking to officers of union locals regarding requirements for admission to the union

   (b) Check for approved training schools

   (c) Find a job in the field or in a closely related field

   (d) Seek further conferences with my counselor

   (e) Other (state)

4. If this career is not one which you wish to consider, or you don't feel sure about it at this time, indicate this below. If there are further actions you think you ought to take, list those also:

____

____

____

____

____

____

____

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers

Performance Objective: 3.5.2 After interviewing at least two (2) persons who work in unrelated careers, and considering all you have learned about yourself and these careers through your prior research, provide reasons why you think each career is either realistic or unrealistic for you.

NOTE TO THE STUDENT

By the time you have completed this LAP you will have:

1. Interviewed at least two (2) persons from unrelated careers, and
2. You will have considered what you have learned about yourself as you relate to these careers.
3. You will be able to provide reasons why the careers are realistic or unrealistic for you.

RATIONALE

Before one chooses his career goal, it is important that he understand himself and how he would relate to a career. Every person has different talents and limitations, and it is important to have considered these talents and limitations in light of specific career goals.

DIRECTIONS

Complete the Pre-Test on page 2. Review the results with your Work Experience Education Coordinator. If the reasons for your career decisions are satisfactory, the requirements of this LAP will have been satisfied. All other students will need to complete Activities #1 through #5. Turn in the completed worksheets to the Work Experience Education Coordinator for review. Activity #5, on pages 15 through 18, will serve as the Post-Test. The Work Experience Education Coordinator will be judging your success on this Activity by the inductive thinking you show in your writing about personal relationships to career requirements.

PRE-TEST

INSTRUCTIONS: Answer each of the following questions as completely as possible. This information is required to help you in proceeding through the LAP. Remember to write legibly.

1. List two (2) unrelated career goals.

   a. ______________________________

   b. ______________________________

2. List any experience or contact you have had that deals directly with these two (2) career goals. (Exploratory Work Experience Education, personal interviews, etc.)

   ____

   ____

   ____

3. List any educational experiences you have had, or have made arrangements to have, that relate directly to these two (2) career goals.

   ____

   ____

   ____

4. Provide reasons why you feel each career is either realistic or unrealistic for you.

   a. ______________________________

   ____

   ____

   b. ______________________________

   ____

PRE-TEST (Scoring Key)

INSTRUCTIONS: Answer each of the following questions as completely as possible. This information is required to help you in proceeding through the LAP. Remember to write legibly.

1. List two (2) unrelated career goals.

   NO KEY NEEDED. The instructor will check to see that the careers listed are from two separate occupational clusters.

2. List any experience or contact you have had that deals directly with these two (2) career goals. (Exploratory Work Experience Education, personal interviews, etc.)

   This could include EWEE, paid work experience, personal interviews, or participation in a career day. It will be at the discretion of the Work Experience Education Coordinator to determine how valuable the experience is as they relate to the two (2) career goals.

3. List any educational experiences you have had, or have made arrangements to have, that relate directly to these two (2) career goals.

   This would include classes that give the student a skill in the goal, particularly if it is a skill which can be used upon graduation. (Example: shorthand, welding, food services, etc.)

4. Provide reasons why you feel each career is either realistic or unrealistic for you.

   a. Must show knowledge of strengths and weaknesses to enter each of the fields (skills, aptitudes, interest).

   b. The student should site possible means of getting into the career field.

NOTE TO THE COORDINATOR:

If you are satisfied that the information listed indicates an understanding of the performance objective and achievement of the prescribed tasks, you can exempt the student from further activities of this LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1	Use the V.I.E.W. (Vital Information Education and Work) machine located in your local school library or career information center. Review data cards from the V.I.E.W. deck and choose two unrelated careers which you feel would be of interest to you. List the information you gather off the V.I.E.W. card on the worksheet provided on pages 6 and 7. If V.I.E.W. is not available, use the *Occupational Outlook Handbook*, or other printed career information resources which will give you the required data.
ACTIVITY #2	In preparation for interviewing persons involved in the career fields you have selected, you will need to prepare a list of questions to ask. Using the data from the career information resources you have used, and through consultation with your Work Experience Education Coordinator, prepare a series of questions you will ask your interviewees. List these questions on the worksheet on pages 8 and 9.
ACTIVITY #3	Before, during, and after interviewing people, there are certain personal refinements and organizational procedures which should be followed. To make this a meaningful experience, think through a procedural approach for your interview and list these procedures on the worksheet for Activity #3 on pages 10 and 11.
ACTIVITY #4	After you have completed your interviews, your information should be recorded in response to the items on the worksheet on page 12. Compare the career information data from Activity #1 with your interview information. Record this information on the worksheet on pages 13 and 14.
ACTIVITY #5	In order to determine the relevance of the two (2) careers chosen to your own background and preparation, compare your present and future educational experiences, personality traits, and extra-curricular activities to the data you have gathered in the interviews. Use the worksheets beginning on page 15 to record this information.

WORKSHEET FOR ACTIVITY #1

CAREER (a): ____

Using your career information resources, list the following data as it applies to your first career choice. Remember that this information will be used to design questions, and for comparison purposes in future activities. It would be wise to read these Activities through, prior to starting on the LAP.

EDUCATIONAL REQUIREMENTS:

a. ____

b. ____

c. ____

d. ____

e. ____

PERSONALITY TRAITS:

a. ____

b. ____

c. ____

d. ____

RELATED JOB EXPERIENCES:

a. ____

b. ____

c. ____

d. ____

WORKING CONDITIONS:

a. ____

b. ____

c. ____

d. ____

Worksheet for Activity #1 (Cont'd)

CAREER (b): ______________________________

EDUCATIONAL REQUIREMENTS:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

PERSONALITY TRAITS:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

RELATED JOB EXPERIENCES:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

WORKING CONDITIONS:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

WORKSHEET FOR ACTIVITY #2

CAREER (a): ______________________________

It is very important when interviewing a person and taking his valuable time, that you are properly prepared. You should have prepared questions and space to enter down a reply. Using the information you gathered from Activity #1, prepare a list of questions and add them to this worksheet. Check your answers with the Work Experience Education Coordinator prior to using these questions in an actual interview.

1. Question: ______________________________

____

Reply: ______________________________

____

____

2. Question: ______________________________

____

Reply: ______________________________

____

____

3. Question: ______________________________

____

Reply: ______________________________

____

____

4. Question: ______________________________

____

Reply: ______________________________

____

____

YOU CAN PREPARE ADDITIONAL QUESTIONS

Worksheet for Activity #2 (Cont'd)

CAREER (b): ____________________

1. Question: ____________________

____

Reply: ____________________

____

____

2. Question: ____________________

____

Reply: ____________________

____

____

3. Question: ____________________

____

Reply: ____________________

____

____

4. Question: ____________________

____

Reply: ____________________

____

____

WORKSHEET FOR ACTIVITY #3

This Activity will help you to think through a system of personal etiquette procedures you can follow when you make your interviews with persons in your two (2) career choices. You are to list the steps you would follow before and after the interview. Review your list with the Work Experience Education Coordinator; then you should be ready to make the actual interview using your questions developed in Activity #2.

1. What steps should you use to obtain the interview you want to make?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

2. How should you begin the interview?

   ____

   ____

   ____

   ____

3. What should you do during the interview?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

4. What steps should you take after you have completed the interview?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

WORKSHEET FOR ACTIVITY #4

Using the information gathered in Activity #1, and from the interview questions and actual interviews as designed in Activities #2 and #3, complete a comparison of the information gathered on this worksheet.

CAREER (a): ____________________

CAREER RESOURCE DATA	INTERVIEW DATA
Educational Requirements:	Educational Requirements:
Personality Traits:	Personality Traits:
Related Job Experiences:	Related Job Experiences:
Working Conditions:	Working Conditions:

Worksheet for Activity #4 (cont'd)

CAREER (b): ______________________________

CAREER RESOURCE DATA	INTERVIEW DATA
Educational Requirements:	Educational Requirements:
Personality Traits:	Personality Traits:
Related Job Experiences:	Related Job Experiences:
Working Conditions:	Working Conditions:

Worksheet for Activity #4 (Cont'd)

Now that you have compared the data from career information resources with actual interviews, explain any differences which exist between the printed information and the actual interview for each career investigated.

CAREER (a): ____

Educational Requirements:

____

____

____

____

Personality Traits:

____

____

____

____

Related Job Experiences:

____

____

____

____

Working Conditions:

____

____

____

____

Worksheet for Activity #4 (Cont'd)

CAREER (b): ______________________________

Educational Requirements:

Personality Traits:

Related Job Experiences:

Working Conditions:

WORKSHEET FOR ACTIVITY #5

This activity will serve as the Post-Test. The Work Experience Education Coordinator will be measuring your inductive reasoning (ability to use known information and apply it to yourself) in comparing your growth against requirements for careers you want to enter.

CAREER(a): ____________________

List the different educational requirements you have attained which are related to this career.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

What further educational requirements will you need to meet for this career?

a. ____________________

b. ____________________

c. ____________________

d. ____________________

List at least five (5) of your most outstanding personality traits which relate to, or are required by, this career.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

What job experiences will you need to attain before you can enter this career on a full-time basis?

____

____

____

Worksheet for Activity #5 (Cont'd)

How will you relate to the working conditions for this career?

____

____

____

____

Using the above data, and the information attained from career interview (a), explain why you feel this would or would not be a realistic career goal.

____

____

____

____

Worksheet for Activity #5 (Cont'd)

CAREER (b): ______________________________

List the different educational requirements you have attained which are related to this career.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

What further educational requirements will you need to meet for this career?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

List at least five (5) of your most outstanding personality traits which relate to, or are required by, this career.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

What job experiences will you need to attain before you can enter this career on a full-time basis?

____

____

____

Worksheet for Activity #5 (Cont'd)

How will you relate to the working conditions for this career?

____

____

____

____

Using the above data, and the information attained from career interview (b), explain why you feel this would or would not be a realistic career goal.

____

____

____

____

POST-TEST (Scoring Key)

The worksheets for Activity #5 served as the Post-Test for the student. Compare the answers on the worksheet to see that inductive reasoning has been used in coming to the conclusions the student has drawn about his or her own success.

a. The information should correlate to the information from the interviews and the career information resources.

b. The stated reasons should be consistant with the student's native abilities.

I-DEAS
(In-Depth Educational Activities)

1. After you have gathered information about a career which interests you, make a list of possible interview questions you would like to ask a person in that field. Find a friend who will be willing to review the questions and help you in practicing for an actual person in the career field, whom you will interview at a later date.

2. If you are involved in a community service activity such as candy striper where you have access to persons involved in a number of careers, select two (2) careers to observe. During the observation, formulate particular questions regarding the career which you would like to know more about. Arrange an interview with one (1) person in each of the two (2) careers and ask the questions you formulated during the observation.

LAP Prepared By: Dr. Robert Williams

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.5 Compare the education and training requirements of a variety of careers to your potential for success in those careers.

Performance Objective: 3.5.2 After interviewing at least two (2) persons who work in unrelated careers, and considering all you have learned about yourself and these careers through your prior research, provide reasons why you think each career is either realistic or unrealistic for you.

NOTE TO THE STUDENT

Upon the completion of this LAP you will be able to:

1. Decide whether or not two (2) selected careers are either realistic or unrealistic for you.
2. Give at least three (3) reasons for each decision.

RATIONALE

Making an effective career choice requires that a person know about that career. Talking with a person who is working in that career can often help you understand more about it so that you can choose well. This LAP will give you an opportunity to interview two (2) people working in different careers and to decide whether or not those careers would be realistic choices for you.

DIRECTIONS

In this LAP you will:

1. Select two (2) careers for further study.
2. Interview a person working in each career.
3. Tell your Exploratory Work Experience Education Coordinator or counselor, verbally or in writing, why you think the two (2) careers are either realistic or unrealistic choices for you.

LEARNING ACTIVITIES AND RESOURCES

INSTRUCTIONS: This LAP is required of all students. All students are required to do Activities #1 - #7. I-DEA #1 is optional.

ACTIVITY #1. Select two (2) careers that are unrelated.

ACTIVITY #2. Make appointments to interview a person working in each career. If you do not know anyone working in the selected careers, see your Exploratory Work Experience Education Coordinator or counselor for help.

ACTIVITY #3. If you have not read materials describing the two (2) careers, do so. Materials, such as occupational guides, are available in your school library and in your counseling library.

ACTIVITY #4. Complete the Career Interview Form, pages 5 and 6, after or during your interviews.

ACTIVITY #5. Review your Personal Profile of Aptitudes, Interests, and Achievements, (LAP 3.1.1.)

ACTIVITY #6. (This Activity is an alternate to Activity #7.) Discuss the two (2) career choices with your Exploratory Work Experience Education Coordinator or counselor. Be sure to tell him three (3) reasons why you think each career is either realistic or unrealistic for you.

ACTIVITY #7. (This Activity is an alternate to Activity #6.) Write a paper telling why you think each career is either realistic or unrealistic for you. Be sure to give at least three (3) reasons for each decision. Give the paper to your Exploratory Work Experience Education Coordinator or counselor for his review and response.

I-DEAS

1. If you decide that both careers are realistic for you, interview a person working in a career that you think is unrealistic for you. It is important to know what you do not think you would like to do. However, sometimes what we think we would not like to do changes when we have explored the choice more fully. After you have interviewed the person, discuss your feelings about the career with your parents.

PRE-TEST

No Pre-Test is required.

POST-TEST

No Post-Test is required.

CAREER INTERVIEW FORM

Person interviewed: ________________________________

Job: ________________________________

Date: ________________________________

Question #1. Why did you choose your particular career?

____

____

Question #2. What are the advantages that you see in your career?

____

____

____

Question #3. What are the disadvantages that you see in your career?

____

____

____

Question #4. What kind of person is most successful in this career?

____

____

Question #5. What kind of person is least successful in this career?

____

____

Question #6. What kinds of changes do you think will take place in this career?

____

____

____

Career Interview Form (continued)

Question #7. How can a person keep up-to-date in this career?

____

____

____

____

Question #8. What do you think is the best way to prepare for this career?

____

____

____

____

LAP Prepared By: Donald Averill

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 3.5 Compare the educational and training requirements of a variety of careers to your potential for success in those careers.

Performance Objective: 3.5.3 Assuming that your career goal is a long-range one and that achieving it requires completion of a series of short-range goals, indicate what short-range goals you have already reached. Prepare a road map which identifies your destination (long-range career goal) and all of the in-between points (short-range goals). Explain how you can compensate (detour) for failure to reach some in-between points (short-range) goals.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Realize that before a person can reach his long-range career goals, he must first complete short-range objectives.
2. Realize that there can be barriers when achieving a goal.
3. There will almost always be ways of overcoming these barriers.

RATIONALE

This LAP is designed to help you discover the many barriers that can arise, what these barriers are, and how you can overcome them to reach your goal.

DIRECTIONS

In this LAP you will work on case studies regarding people who have career goals but must overcome barriers before they reach their desired vocation. In the Pre-Test of the LAP, you will also chart a road map of your short-range objectives. If this road map is completed correctly, you may go on to complete Activities #2, #3, and #4 as described on page 5 of this LAP.

PRE-TEST

Complete the questions on pages 2 and 3; then check your answers with the instructor's key. If you have completed the Pre-Test satisfactorily, go on to Activity #4 on pages 13, 14, and 15. When this is completed, you have satisfied the requirements of this LAP.

1. List at least five (5) barriers that could hinder a person in reaching his career goal.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

2. Take three (3) of the barriers that you mentioned above, and describe how you would overcome them if they happened to you.

   a. ____

   ____

   ____

   b. ____

   ____

   ____

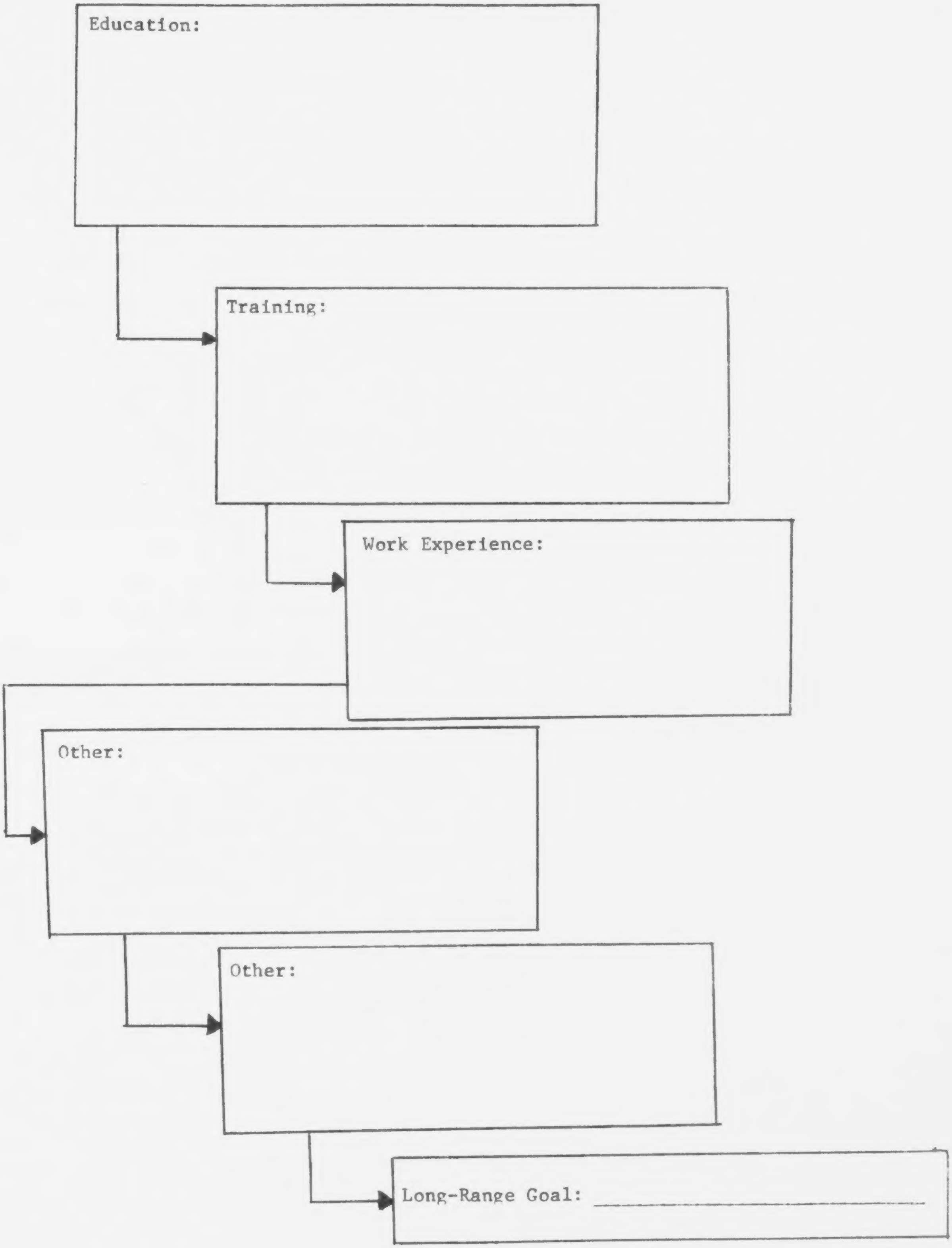
   c. ____

   ____

   ____

There are certain steps that have to be taken before a person can reach his final career objective. We will refer to these steps as short-range goals. Some of these goals may be education or training, work experience, and economic demand for your skill.

In the boxes provided, chart a road map of short-range goals you will need to meet before you can reach your long-range objective. If education is required, be sure to note how much and from which institution. Be sure to note the exact type of work experience or social experiences that are needed. Also, list other factors that you can think of that will be necessary for you to reach your long-range goals.


Education:
Training:
Work Experience:
Other:
Other:
Long-Range Goal: ______________________________

PRE-TEST (Scoring Key)

1. List at least five (5) barriers that could hinder a person in reaching his career goal.

   No money
   Marriage
   Failing in school
   Unwanted pregnancy
   No openings in desired field

   (OTHERS MAY BE SUBSTITUTED, PROVIDED THEY ARE VALID)

2. Take three (3) of the barriers that you mentioned above, and describe how you would overcome them if they happened to you.

   Accept reasonable answer

3. Chart road map of short-range goals.

   Things that should definitely be listed are:

   (a) Education - student should be specific and name college or trade school he plans to attend. Student should also list time involved in getting training.

   (b) Work Experience - student should again be specific.

   (c) Other: Accept reasonable answer

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1 Go to your VIEW machine or your vocational counselor and research the requirements needed to reach your long-range career goal. Using the same worksheet on page 6, list the requirements you have already reached.

ACTIVITY #2 Using the worksheet on page 7, identify all of your future plans which will enable you to reach your long-range vocational goal. When education or training are required, be sure to note the college or trade school you plan to attend and the time required to complete your training. If work experience is required, note the type of experience, a desired location, and the probable time necessary to complete this experience.

ACTIVITY #3 There are five (5) case studies provided on pages 8, 9, and 10 that illustrate possible road blocks that could arise when you try to reach your long-range career goal. Using the worksheets on pages 11 and 12, describe how you would overcome these barriers. If you feel the barrier is too great to overcome or there is no solution to the problem, be sure to state this fact on the worksheets.

ACTIVITY #4 List your career goal on the top of the worksheet located on page 11. State your reactions and solutions to each of the barriers listed on the worksheets. If you come across a barrier you honestly feel you could not cope with, state this fact in the spaces provided. Use worksheets 13, 14, and 15 for this activity.

ACTIVITY #1 WORKSHEET

CAREER: ______________________________

List the requirements needed for you to achieve your vocational goal. (Use information obtained from the VIEW machine or your vocational counselor.)

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

List the requirements and achievements you have already accomplished in the process of reaching your vocational goal.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________

ACTIVITY #2 WORKSHEET

DIRECTIONS: List all education, training, and work experience in the designated spaces as they relate to your future career goal. Also, list the approximate time involved in each area.

EDUCATION OR TRAINING	YEARS
WORK EXPERIENCE	LOCATION & LENGTH OF TIME

ACTIVITY #3 WORKSHEET

CASE STUDIES

#1. I am a senior boy in high school. I come from a wealthy family which expects me to go on to college to become a doctor. I hate the medical profession and can't stand the thought of spending nine years in school to become something I'm not interested in being. My greatest desire is to be a printer; I have been accepted to our local trade school. Every time I mention this to my parents, they become furious and we end up in a big fight. They feel that it is part of the family tradition -- my grandfather and father are doctors -- and my personal duty to become a doctor.

I have no money of my own and no skill of any kind to send myself to trade school. My parents won't give me the money, nor will they co-sign a loan for my vocational training. I am at a complete loss in knowing what to do.

#11. I am a woman of 23. I am enrolled in the graduate school of a large university. I am working on my Master's Degree in Business. My vocational goal is to become an instructor in the local high school or junior college. I have been in school five years, and worked hard to maintain a "B+" average. I am very skilled in all business subjects. I take shorthand at 120 words per minute and type 70 words per minute. Although I am skilled in office work, I can't stand the thought of being a secretary. I love teaching and feel much better when I know I am helping someone achieve a goal he can use.

This is my last year of college, and I have started to apply for teaching positions in the area. At present, there are no openings and the possibility of future positions doesn't look too good. I did, however, receive a job offer in a city located 400 miles from my present area. This creates a problem in that I plan to be married in June to a man who has a good position with a local insurance company. Whenever I mention my job opportunity and the possibility of our moving to the city, he becomes furious.

I don't know what to do. I love my fiance, but I also want to teach.

#III. I am a young man of 21. I am enrolled in the local university taking pre-law classes. I have wanted to be a lawyer ever since I was seven years old. I have three and one-half years of college left.

#III. I go to school during the day and work at Jack-In-The-Box at night. I make just enough money to pay expenses. As my parents live 200 miles away, I share an apartment with two other boys. Because my parents are very poor, I am forced to cover all expenses. Between school, homework, and work, I don't have much time for parties. I don't mind, however, because I know my hard work will pay off in later years.

I have just received word that my father is very ill and unable to work. There are three younger children at home, and my mother is unable to work due to a bad back. My family has requested that I come home and take a job in a local factory to help cover the expenses of my family.

I don't know what to do. I know if I don't go home, my family will starve. There are no colleges near my home, so I won't be able to continue my education. I want to be a lawyer but I can't stand by and watch my family suffer.

#IV. I am an attractive 19-year-old sophomore girl. I am enrolled in nursing at the local junior college. I love school, and am really looking forward to becoming a nurse. I have a year and one-half left of school. I come from a small family. They are very strict and set in their ways.

I discovered yesterday that I am three and one-half months pregnant. I am not married, and I'm not sure who the father is. I am terrified to tell my parents for I know it will hurt them deeply.

I live at home and my parents have paid all of my educational expenses. I have thought about leaving home and taking an apartment in the city, but I am unskilled and couldn't earn enough money to cover expenses. I truly want to be a nurse, but don't see how I can see my goal through now that I am pregnant.

V. I am a 45-year-old man who is employed by a large oil company. I have been a sales representative for 20 years, but my big goal is to become the district manager. I have had enough work experience, and my sales records are excellent. My only problem is education. In order to become district manager, I must have a college degree. I had two years of college, but quit in my third year to get married. This was 22 years ago.

I have seven children ranging in age from 7 to 19. I make just enough money to cover living expenses with very little left over for extras. We live in an old house and things are constantly breaking. A lot of my salary goes for repairing and maintaining the house.

#V. My youngest daughter suffers from asthma, and this creates large medical bills each month. If I could make district manager, I could make enough money to live very comfortably. I know I would get this position if I had the degree. However, going back to school will cost more money than I have.

I don't know what to do. I need this advanced position to raise my family's standard of living, but I can't afford the college expenses.

ACTIVITY #3 WORKSHEET

Refer to the cases on the preceeding pages and describe how you would overcome the barriers facing each person.

CASE #1

CASE #II

CASE #III

ACTIVITY #3 WORKSHEET (Cont'd)

CASE #IV

CASE #V

ACTIVITY #4 WORKSHEET

CAREER GOAL: ______________________________

We will assume for this activity that you are a recent high school graduate just about to embark on achieving your long-range career objectives. Describe how you would handle each of the barriers if they were to actually happen to you.

Your career goal requires a lot of education, time, and money. You have no money and your parents are unable to pay your way through college. How would you overcome this obstacle?

____

____

____

____

____

____

You fall in love during college and want to get married. Would this be an obstacle, and would it hinder your career goals?

____

____

____

____

____

____

You are of a minority race trying to break into a predominately anglo-controlled field. How would you cope with this barrier?

____

____

____

____

____

____

Activity #4 (Cont'd)

You flunk out of college.

____

____

____

____

____

____

You are too young, but are very qualified to enter into your chosen field.

____

____

____

____

____

____

You are qualified, but have not had the experience necessary to enter into your field.

____

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____

____

____

____

Activity #4 (Cont'd)

There are no jobs available at the present time in your particular field.

You don't get along with your employer; but you realize that if you quit, it will take many years to move up to your present position and salary.

POST-TEST

Activity #4 will serve as the Post-Test. If you have finished it completely and accurately and it has been checked by your instructor, you have satisfied the performance objective of this LAP.

I-DEAS

1. Interview at least two (2) people who have reached long-range career goals similar to yours. Find out the barriers they encountered (if any) and their methods of overcoming them.

2. If possible, take a trip to the college or trade school of your choice. Look around the facilities and talk to a counselor or dean regarding their program in your desired field.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.1 Demonstrate understanding of the requirements for personal grooming and dress in a variety of work environments.

Performance Objective: 4.1.1 Based upon your knowledge of requirements for personal grooming and dress in at least ten specific occupations, match a job title to a picture of an individual who is appropriately dressed for a specific occupation. Identify at least two (2) characteristics of dress or personal grooming portrayed in each picture which are essential for employment in the occupation.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to identify:

1. The important elements of good grooming.
2. The essential aspects of proper dress.
3. The modes of dress associated with different occupations.
4. The occupations requiring safety apparel.
5. The reasons for requiring standardization of dress.

RATIONALE

This LAP is designed to help you discover the relationship and importance of good grooming and dress in a variety of occupations.

DIRECTIONS

In this LAP you will take a short test on grooming and dress as related to employment. You will also be rated by your work experience coordinator concerning your own personal grooming and dress. If your test answers and individual rating meet with the approval of your coordinator, you may eliminate the Learning Activities.

PRE-TEST and POST TEST

INSTRUCTIONS: Answer each of these questions. If you are able to answer all the questions to the satisfaction of your instructor, and he feels you follow good standards of personal grooming and appropriate dress, you may eliminate this LAP. A rating form is included to help your instructor with this decision.

1. List three (3) occupations most closely associated with each of the following modes of dress:

   a. Business suit ____________ ____________ ____________

   b. Sport clothes with jacket and tie ____________ ____________ ____________

   c. Sport shirt and slacks ____________ ____________ ____________

   Skirt and blouse ____________ ____________ ____________

   d. Overalls or work clothes ____________ ____________ ____________

   e. Uniform ____________ ____________ ____________

   f. Safety apparel ____________ ____________ ____________

2. Name ten (10) distinct occupations and pick two (2) aspects of grooming or dress that are essential for each one.

FARMING	OVERALLS AND HAT	WORK SHOES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

3. What reasons could an employer find that would make him reluctant to hire a man with long hair or a beard? Write your own personal feeling.

4. What do you feel are the elements of good grooming that are most neglected and why? List them.

5. What are the most common elements of appropriate dress essential to any job?

6. Name seven articles of safety apparel and a job associated with each.

0. Face mask ______ Welder ______
1.
2.
3.
4.
5.
6.
7.

7. Which job situations might warrant Mod dress?

RATING FORM

DRESS AND GROOMING

	1	2	3	4	5
1. Personal Cleanliness					
2. Grooming and neatness					
3. Clothing					
4. Hair style and length					
5. Attitude regarding suggestions for improvement					

RATING SCALE: Check (✓)

1. Very appropriate, excellent or outstanding
2. Good
3. Fair
4. Poor taste
5. Not acceptable

In order to successfully pass this rating, the student must receive a rating of 1 or 2. A rating of 3, 4, or 5 is unsatisfactory and will require improvement in the specified area.

PRE-TEST and POST TEST (Scoring Key)

1. a. Business suit: Banker, Undertaker, Priest or Minister, Maitre de.

   b. Sport clothes with jacket and tie: Salesman, Teacher, Office Executive.

   c. Sport shirt and slacks: Professional golfer, Office worker, Factory worker.

   Skirt and blouse: Student, Office worker, Factory worker.

   d. Overalls or work clothes: Mechanic, Farmer, Carpenter.

   e. Uniform: Pilot, Steward and stewardess, Military service, waitress.

   f. Safety apparel: Welder, Telephone lineman, Construction worker.

2. 1. Baker: Clean clothes, White apron, Hat, Clean hands and nails.

   2. Dairyman: Overalls or work clothes, Heavy work shoes or boots.

   3. Fireman: Fireproof and waterproof outerwear, Hard hat, Boots.

   4. Librarian: Sport shirt and slacks or skirt and blouse, Walking shoes.

   5. News reporter: Sport jacket, tie.

   6. Service station attendant: Uniform and cap, or Work clothes.

   7. Waitress: Uniform, Walking shoes, Apron.

   8. Nurseryman: Work clothes, Hat and gloves.

   9. Maid: Uniform, Apron and cap.

   10. Security guard: Uniform, Cap, Gun.

3. The employer looks upon the employee as a representative of his company; therefore, he wants him to create the best possible impression. Long hair or a beard may present a safety or contamination hazard, or even the wrong impression to a potential customer.

4. This is an individual opinion, but primarily hair and nails. (May include feet, body odor, teeth and breath.) Any reasonable answers are acceptable, if they stress the fact that grooming neglect comes from lack of a definite schedule for taking care of these elements of grooming.

5. Common elements of dress should include: Clean, unwrinkled, proper fit and length to be figure-flattering and appropriate for the job.

(Scoring Cont'd)

6.

Articles of Safety Apparel	Jobs
1. Goggles	Grinder, drill press operator
2. Face Mask	Welder
3. Breathing mask	Painter
4. Gloves	Steel mill worker, gardener
5. Rubber apron	Chemist
6. Hard hat	Bridge and road construction
7. Hard shoes	Construction worker, dairy and farm worker

7. Mod dress: Fashion designer, clothing salesmen, teacher, dance instructor, hair dresser, model.

LEARNING ACTIVITIES

Choose any three (3)

1. Go to the public library and prepare a bibliography on the subject of Personal Grooming and Dress as related to employment. Look under various headings in the card catalog. Fill in Chart "A". Find the books on the shelves and comment upon the information found therein.

2. Interview five people who are gainfully employed and get their ideas on dress and grooming for their particular work. Use Chart "B".

3. Talk to three people who know you fairly well and determine what aspect of your grooming or dress could stand the most improvement. Write a short article on what you can do to improve your grooming or dress.

4. Using the books on your bibliography and/or the charts as references, write an essay on the things of value you have learned from these activities. Be specific.

5. Look through old magazines for pictures of people wearing the six modes of dress listed in question #1 on the pre-test. Make them into a booklet by cutting them out and pasting on separate pages. (If you are artistic you may wish to draw your own pictures.) Write a sentence or two describing the particular features of each. Then list all the occupations you can recall which are associated with each mode of dress. When finished, share with other members of your vocational education classes, family and friends. Point out to them why you think this attire is appropriate for each of the jobs you listed.

I-DEAS

1. Working with members in your class, set up a "Modes of Dress" fashion show. Use the six modes of dress listed in Question 1 of the pre-test. Expand this list if possible. Be creative. Write a fashion show spiel to go with each mode of dress. Select appropriate background music. Appoint a moderator to narrate the show. Use clothing from your own wardrobe. If it's a specific uniform you need, borrow from neighbors or friends. Practice the show on your vocational education class. It may be worthy of sharing with other classes in your school.

2. Visit your local H.R.D. (Human Resources Development) office. Ask the employment counselor to let you sit through an hour or more of employment interviews. Decide which applicants would be rejected because of dress and grooming. Discuss your opinion with employment counselor. Tape record this interview or write a report on your findings so it can be shared with your instructor and class.

Chart A

GROOMING AND DRESS BIBLIOGRAPHY

Card Catalog Index	Title	Author, Publisher, Year	Comments

Chart B

EMPLOYEE INTERVIEWS

Interview Number	1	2	3	4	5
Occupation					
Where Employed					
Type of Clothing worn on job					
Any hazardous duties?					
Can hazards be minimized through safety apparel?					
Employee's grooming habits and time required to prepare for work					
Employee's comments on effect of dress and grooming on job					

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.1 Demonstrate understanding of the requirements for personal grooming and dress in a variety of work environments.

Performance Objective: 4.1.2 Report to your career station appropriately groomed and dressed. Verification of the attainment of this objective will be made on a rating form by your Work Experience Education Sponsor.

NOTE TO THE STUDENT

This LAP consists of reporting to your career station appropriately dressed and groomed. You will be rated every day for a period of time by your sponsor.

RATIONALE

Practice makes perfect. Practice good grooming and dress for a week and see if you can reach and maintain perfection. Good grooming is a habit -- one worthwhile cultivating.

DIRECTIONS

In this LAP you will demonstrate understanding of appropriate grooming and dress. Each evening, select and prepare the clothes you will wear the following day. You will be rated using the form included in this LAP.

PRE-TEST

1. What do you consider as the essential requirements for proper personal grooming and dress? List at least fifteen (15) different requirements.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

    f. ______________________________

    g. ______________________________

    h. ______________________________

    i. ______________________________

    j. ______________________________

    k. ______________________________

    l. ______________________________

    m. ______________________________

    n. ______________________________

    o. ______________________________

2. List five (5) grooming and dress activities you can do each evening in preparation for work the following day.

    a. ______________________________

    b. ______________________________

    c. ______________________________

    d. ______________________________

    e. ______________________________

Score each correct item five (5) points. Achieve a minimum of 80%, and your Coordinator's approval in order to skip this LAP.

PRE-TEST (Scoring Key)

1. Any requirements listed in Activity #1 which are appropriate to the student's career station are acceptable. (See Activity #1.)

2. Answers will vary, but they may include:

    a. Bathe or shower
    b. Select clothes to wear -- iron or make repairs
    c. Manicure or clean nails
    d. Polish shoes
    e. Brush teeth
    f. Girls may set or arrange hair style

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Use this sheet for a daily check for a two-week period of time. Turn in to the Work Experience Education Coordinator.at the end of the two weeks.

GIRL'S GROOMING AND DRESS RATING SHEET

(Include any others you think significant.)

	M	T	W	T	F	M	T	W	T	F
1. Daily bath/shower										
2. Deodorant										
3. Brushed teeth										
4. Nails clean										
5. Nails well-cared for										
6. Clean shiny hair										
7. Hair well-combed										
8. Clean complexion										
9. Lingerie clean										
10. Shoes shined										
11. Heels straight										
12. Clothes well-coordinated										
13. Good posture										
14. Hose without runs										
15. Appearance worth complimenting										
16. Clothes pressed										
17. Clothes of appropriate and becoming length										
18. Clothes fashionable; in good taste										
19. Make-up neat										
20. Perfume										
21.										
22.										

Check (✓) those which pass inspection. Each item counts five (5) points. 80% is minimum level for passing each day.

ACTIVITY #1. Use this sheet for a daily check for a two-week period of time. Turn in to the Work Experience Education Coordinator at the end of the two weeks.

BOY'S GROOMING AND DRESS RATING SHEET

(Include any others you think significant.)

	M	T	W	T	F	M	T	W	T	F
1. Daily bath/shower										
2. Daily deodorant										
3. Brushed teeth										
4. Mouth rinse										
5. Brushed hair										
6. Clean, shiny hair										
7. Hair of appropriate length										
8. No dandruff										
9. Clean shaven/groomed beard										
10. Clean hands										
11. Nails short ... clean										
12. Clean underwear										
13. Fresh socks ... intact										
14. Heels straight										
15. Shoes polished										
16. Buttons sewed on										
17. Trousers pressed										
18. Tie										
19. Good posture										
20.										
21.										

Check (✓) those which pass inspection. Each item counts five (5) points. 80% is minimum level for passing each day.

I-DEAS

1. Get a new club started. Call it, "Project: New You" or "Make Yourself Over Clinic." A beauty tips kit containing complete information and a five-minute, 16 mm color film are available. For information, write to:

   Dolly Reed Wageman
   Fashion Office
   Carnation Company
   5045 Wilshire Boulevard
   Los Angeles, California 90036

2. Look in the library or on a paperback rack for the book, 1001 Valuable Things You Can Get Free. There are five (5) pages devoted to free beauty and fashion tips for milady. Choose the pamphlets of interest and send post cards requesting free copies of them. Share the information with your friends and classmates.

POST-TEST

1. List three (3) different work enviromments and describe the type of dress and grooming appropriate for the job. You may wish to list the different career areas you have explored.

   A. Job: ____________________

   Description: ____________________

   ____

   ____

   ____

   B. Job: ____________________

   Description: ____________________

   ____

   ____

   ____

   C. Job: ____________________

   Description: ____________________

   ____

2. Ascertain the appropriateness of the dress you are wearing on the job today. Describe your attire and explain why you think it is appropriate.

   ____

   ____

   ____

   ____

   ____

   ____

POST-TEST (Scoring Key)

Answers will vary.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.2 Demonstrate understanding of the behaviors and attitudes appropriate to a variety of work environments.

Performance Objective: 4.2.1 In a role-playing situation, act-out examples of behaviors and attitudes which are appropriate to, or inappropriate to, at least three (3) work environments you have observed. Use written or oral descriptions, pictures, cartoons, or other representations of appropriate or inappropriate examples of behavior and attitudes as an alternative or additional way of meeting the objective.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Identify appropriate and inappropriate behavior and attitudes in various work situations.
2. Assess your own attitudes and behavior in order to attain job success.
3. Help you to know what your employer may expect from you in regard to behavior and attitude.

RATIONALE

This LAP is designed to help you understand the importance of appropriate behavior and attitude for success in any job. The main reason young people lose jobs is because of poor attitude. A recent study of beginning workers who had been fired showed that eighty per cent lost their jobs because they couldn't get along with others. Learning to get along well with others contributes to a happier, healthier mental outlook, to a greater feeling of job success, and often to receiving higher salaries. Basically, your attitude is your outlook on life, and it is shown by the way you behave in the presence of other people.

DIRECTIONS

This LAP is to be completed by all students enrolled in Exploratory Work Experience Education. Each activity is preceded by instructions for completion. Some of the activities require group participation. Most of the activities can be completed independently.

PRE-TEST

In order to skip this LAP, the minimum level of performance is 80%. You must be able to do four (4) out of the five (5) questions to the satisfaction of your Work Experience Education Coordinator.

1. List ten (10) negative attitudes.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

   g. ______________________________

   h. ______________________________

   i. ______________________________

   j. ______________________________

2. Change your list to positive attitudes.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

   f. ______________________________

   g. ______________________________

   h. ______________________________

   i. ______________________________

   j. ______________________________

3. What is meant by a "pleasing personality?"

____

____

4. List at least ten (10) personality traits important in the business world.

   a. ____
   b. ____
   c. ____
   d. ____
   e. ____
   f. ____
   g. ____
   h. ____
   i. ____
   j. ____

5. Assess your own attitude and behavior. List ten (10) characteristics you have which are attributes in the business world.

   a. ____
   b. ____
   c. ____
   d. ____
   e. ____
   f. ____
   g. ____
   h. ____
   i. ____
   j. ____

PRE-TEST (Scoring Key)

1. See Activity #1.

2. See Activity #1.

3. See Activity #7.

4. See Activity #7.

5. See Activities #3 and #6.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Listed below are some negative attitudes. Rewrite each, changing them to positive attitudes.

NEGATIVE ATTITUDES	POSITIVE ATTITUDES
a. Frequently makes excuses	____ ____
b. Complains about everything	____ ____
c. Seldom smiles	____ ____
d. Very critical of others	____ ____
e. Tries to force his ideas and opinions on others	____ ____
f. Unable to see the other person's point of view	____ ____
g. Unwilling to change his ideas, dress, or behavior if they are inappropriate	____ ____
h. Blames others for own mistakes or faults	____ ____
i. Selfish. Thinks only of himself and what is in it for him	____ ____
j. Unable or unwilling to look the other person in the eye	____ ____
k. Few interests; expresses boredom	____ ____

ACTIVITY #2. Go to the public library and look in the card catalog for a recent book on ethics, character and personality development, attitudes and behavior, or personal relationships in regard to job success. What does the author regard as appropriate behavior and attitude toward your employer, your co-workers, and the public you serve? Write a brief report on the information you have gathered, and your opinion of the book. Share your findings with your Coordinator and your class.

ACTIVITY #3. Your employer has a right to expect certain behaviors and attitudes from you. Using this list as a guide, and supplementing it with your own ideas, write a short explanation on the meaning and implication of each of these traits as they relate to working. (No dictionary definitions, please.)

1. Honesty.

____

____

____

____

2. Cooperation.

____

____

____

____

3. Initiative.

____

____

____

____

4. Willingness to learn.

____

____

____

____

5. Willingness to follow directions.

6. Enthusiasm.

7. Acceptance of criticism.

8. Loyalty.

ACTIVITY #4. Make five (5) posters depicting positive attitudes at work. As a guide, refer to your list in Activity #1. If drawing is not one of your strong points, rely on stick figures to put the idea across. Neatly print captions for each poster. Confer with your instructor and employer on the feasibility of using them at your place of work. Some may prove beneficial in effecting a behavior change in the working personnel.

ACTIVITY #5. Write a brief story or personality sketch of someone you admire and whom you would care to emulate. What specific attributes or personality traits have contributed to making this person successful in life?

Activity #6. Think about the words in the list below, and circle those words which indicate positive attitudes and behaviors. Check how often you think they describe you while serving in your work environment.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				
26. Courteous				
27. Well-mannered				
28. Suspicious				
29. Tactful				
30. Speedy				
31. Patient				

Activity #7. A personality is a human being as he happens to be at a particular time, usually the sum total of his attitudes, opinions, experiences, expectations, and other feelings. Personality can be pleasing and positive when the individual believes in truth and follows good principles.

This list includes some important and sound personality traits. Rewrite, ranking them according to your feeling of their importance. Include other personality traits *you* think should be listed.

1. Initiative and desire to succeed.
2. Honesty
3. Punctuality
4. Positive, optimistic attitude
5. Good manners, courtesy
6. Neatness in work and personal appearance
7. Dependability
8. Efficiency
9. Good judgment
10. Self-control

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

I-DEAS

1. Develop a role-playing situation. Select some appropriate or inappropriate behavior or attitudes from the lists on page 6 or use your own ideas. Apply these behaviors or attitudes to at least three work environments you have observed. Write the dialogue in the format of a play. With your friends and yourself cast in the parts, present the situation to your class and instructor.

POST-TEST

INSTRUCTIONS: Write your answers in the space below each question.

1. What is the most important factor in job success?

____

____

____

2. How can you tell if a person has a positive attitude or behavior?

____

____

____

3. Describe ten (10) characteristics of a person with a positive attitude.

a. ____
b. ____
c. ____
d. ____
e. ____
f. ____
g. ____
h. ____
i. ____
j. ____

4. Why is it important to get along with your co-workers?

____

____

____

5. Is it a good idea to do some of the unpleasant tasks which you may not have been hired to do? ______________
Why, or why not?

____

____

____

____

6. In addition to a day's work for a day's pay, what other certain things does your employer have a right to expect from you?

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

g. ____

h. ____

7. What is meant by the word, "personality?" What are some of the personality traits important in the business world?

____

____

____

____

____

____

8. In what ways can you show your employer that you are dependable?

____

____

____

____

9. What do you think is a good way to show cooperation at work?

____

____

____

____

10. What is meant by acceptance of criticism? Why is it important to be able to accept criticism good naturedly?

____

____

____

____

POST-TEST (Scoring Key)

1. Attitude is the most important of all personal traits, and an important factor in job success.

2. People who are most satisfied with life have a positive attitude. They look for good in others. They are optimistic. They usually have a real concern for, and desire to be of help to, other people. They are unselfish. They accept every person as a worthy human being. In the hierarchy of values, people are placed above things.

3. Here are only ten (10) positive attitudes; there are many others the student may record:

   a. Smiles readily
   b. Willing to see another's point of view
   c. Hardly ever complains
   d. Accepts responsibility for mistakes
   e. Seldom criticizes others
   f. Respects the ideas and opinions of others
   g. Never makes excuses
   h. Has a wide range of interests
   i. Considers the feelings and welfare of others
   j. Really enjoys life

4. Getting along with your co-workers does not happen automatically. It requires effort and work. If you do not cooperate with one another on the job, it will be damaging to everyone involved. The amount and quality of work will suffer, and so will your chances for promotions and pay raises.

5. "That's not my job; let George do it," is an attitude that is sure to create unpleasant co-worker relationships. In many companies, there are tasks that no one likes to do. The employee who is willing to do these tasks will make a good impression on the boss, and gain the cooperation and favor of his fellow workers. Those who are most agreeable in performing these extra tasks are generally the first to be rewarded with salary increases.

6. Your employer has the right to expect:

   a. Cooperation
   b. Honesty
   c. Initiative
   d. Willingness to learn
   e. Willingness to follow directions
   f. Dependability
   g. Enthusiasm
   h. Acceptance of criticism
   i. Loyalty

7. Webster defines personality as "the complex of characteristics that distinguishes an individual. It is a combination of personal traits that makes one different from any other person."

   Important business personality traits are:

   a. Positive, optimistic attitude
   b. Good manners, courtesy
   c. Neatness in work and personal appearance
   d. Honesty
   e. Punctuality
   f. Dependability
   g. Efficiency
   h. Shows good judgment
   i. Self-control
   j. Initiative and desire to succeed

   (Accept any others appropriate)

8. Always complete the work assigned. A dependable person can be counted on: he gets the job done every time. Accept responsibility, and if you see things that need to be done, do them. If you give your word, be sure to keep it. Don't make up excuses or alibis. Always be on time.

9. Answers will vary:

   a. Positive attitude toward work and the company
   b. Positive attitude toward associates
   c. Willingness to work with others
   d. Goes out of way to cooperate
   e. Good team worker

10. Accepting criticism means making use of the criticism -- profiting from it. Your employer will expect you to accept criticism. Regardless of how you feel, you will be better off if you can accept or appear to accept it good-naturedly. The purpose in the criticism is to help one become a better worker by improving in certain things. It is to your advantage, as well as the company's.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.2 Demonstrate understanding of the behaviors and attitudes appropriate to a variety of work environments.

Performance Objective: 4.2.2 Following your introduction to a new exploratory career station, identify examples of behavior and attitudes which are essential to successful performance on one or more jobs. Compare these with your own attitudes and behavior at school before you could expect to be successful in each exploratory career station.

NOTE TO THE STUDENT

By completing this LAP you will:

1. Evaluate examples of appropriate behavior and attitudes which are essential to successful work performance.
2. Compare these with your school behavior and attitudes.
3. Analyze your behavior and select those behavior and attitude traits which need to be improved or changed.

RATIONALE

Employers look for employees with pleasing personalities. What is this complex of characteristics that distinguishes an individual? It is the set of habits which you develop in reacting to people and situations. Your personality is shown to others through these habits. It is not something you can put on and take off.

DIRECTIONS

Do this LAP. It can be a start in learning more about yourself and why you behave in ways that you behave.

PRE-TEST

1. List ten (10) appropriate behaviors, attitudes, or personality traits which are essential to successful work performance.

   1. ______________________________
   2. ______________________________
   3. ______________________________
   4. ______________________________
   5. ______________________________
   6. ______________________________
   7. ______________________________
   8. ______________________________
   9. ______________________________
   10. ______________________________

2. Which of these traits (listed in question #1) coincide with successful school behavior and attitudes?

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

PRE-TEST (Scoring Key)

1. The ten (10) appropriate behaviors may be any of those listed on pages 8, 9, and 10.

2. The traits which coincide with successful school behavior as listed in question #1:

    Courtesy
    Desire to succeed
    Attitude
    Dependability
    Enthusiasm
    Initiative
    Punctuality
    Open-mindedness
    Self-control
    Tact
    Sense of humor
    Voice and speech habits
    Friendliness
    Neatness
    Personal appearance
    Perseverance

LEARNING ACTIVITIES AND RESOURCES

Do all activities. Upon completion, submit to your Coordinator for his appraisal.

ACTIVITY #1. Read the brief outline of the 20 personality traits on pages 8 and 9. Complete the list with any others you may wish to include. Use the two (2) charts (A and B) on pages 10 and 11 to assess your personality at work and at school.

ACTIVITY #2. Using the charts, write a paragraph or two comparing the likenesses and differences of behavior in the two (2) different environments, at work and at school.

ACTIVITY #3. Take an inventory of your attitudes. Use the inventory given on page 11. Additional questions may be included, but adjust the score and scoring accordingly. Scoring criteria is given at the end of the inventory.

ACTIVITY #4. Choose the five (5) areas from the inventory which you think are in need of improvement and describe the changes necessary for you to make in order to bring success to each exploratory career station.

ACTIVITY #5. List in order of importance those behaviors and attitudes which you consider to be essential to successful performance on the job; then write a composition stating the reasons why you consider these attitudes important to job success.

PERSONALITY TRAITS

These traits make up your personality:

1. Dependability: You get the job done; can be counted on every time.
2. Attitude: You are optimistic, care for, and value other people, and are satisfied with life. Happy disposition.
3. Courtesy: You have good manners and true concern for the comfort of others.
4. Desire to Succeed: You are challenged and satisfied with your work; strong desire to do your best to succeed.
5. Enthusiasm: You are happy, excited, and optimistic: the job is right for you.
6. Initiative: You have ability to take on added responsibility; to see and do the things that need to be done.
7. Punctuality: You give a full day's work for a full day's pay.
8. Honesty: You steal not time, money, supplies, nor ideas. When you give your word, make it good so others will trust you.
9. Open-Mindedness: You have ability to see both sides of the argument or question, considering carefully what other people have to say, and accepting criticism for what it is worth.
10. Loyalty: You think and speak well of your company and employer; keep business matters confidential if this is in the best interests of your company; you are respectful to the people who run the firm.
11. Morality: You abide by the principles of honesty, fair play, and justice -- doing unto others as you would like them to do unto you.
12. Self-Control: You have the habit of containing your emotions and seeking a healthy outlet and getting the job done when working on your own.
13. Tact: You sense the feelings of those around you, saying the right thing at the right time: knowing the "how" and "when" so no one is offended.
14. Sense of Humor: You balance the serious side of life with the humorous: look for, and enjoy, the funny, sunny side.

15. Voice and Speech Habits: You indicate your attitude toward your family and friends, education, self-control, mental and physical health.

16. Foresight: You have the ability to look ahead... plan. Good things just don't happen; you make them happen.

17. Friendliness: You have sincere interest in others; a nice frequent smile extending friendliness to others.

18. Health: You have good habits regarding diet and sleep; healthy workers are more productive and happier.

19. Neatness: You reveal neatness by your personal appearance and work habits: doing the necessary house cleaning to keep a tidy work area.

20. Personal Appearance: You wear clean, appropriate clothes, polished shoes; you are clean-shaven and bathed ... well-groomed.

Add any others you think are important:

21. ______________________________

22. ______________________________

23. ______________________________

24. ______________________________

25. ______________________________

CHART A

PERSONALITY RATING: AT SCHOOL

TRAIT	Excellent	Good	Fair	Poor	Very Poor
1. Dependability					
2. Attitude					
3. Courtesy					
4. Desire to Succeed					
5. Enthusiasm					
6. Initiative					
7. Punctuality					
8. Honesty					
9. Open-Mindedness					
10. Loyalty					
11. Morality					
12. Self-Control					
13. Tact					
14. Sense of Humor					
15. Voice and Speech					
16. Foresight					
17. Friendliness					
18. Health					
19. Neatness					
20. Personal Appearance					
21.					
22.					
23.					
24.					
25.					

CHART B

PERSONALITY RATING: AT WORK

TRAIT	Excellent	Good	Fair	Poor	Very Poor
1. Dependability					
2. Attitude					
3. Courtesy					
4. Desire to Succeed					
5. Enthusiasm					
6. Initiative					
7. Punctuality					
8. Honesty					
9. Open-Mindedness					
10. Loyalty					
11. Morality					
12. Self-Control					
13. Tact					
14. Sense of Humor					
15. Voice and Speech					
16. Foresight					
17. Friendliness					
18. Health					
19. Neatness					
20. Personal Appearance					
21.					
22.					
23.					
24.					
25.					

INVENTORY OF YOUR TRAITS, ATTITUDES, AND FEELINGS

Read each of the following questions, and answer each in the light of your feelings toward people and situations at work. Then complete the same questionnaire with regard to your feelings about people and situations at school. Compare each inventory to see those areas that need improvement.

Answer with your first reaction:

5 .... positively yes
4 .... mostly yes
3 .... undecided
2 .... mostly no
1 .... positively no

	AT WORK	AT SCHOOL
1. Do you make friends easily?		
2. Are you in control of your temper?		
3. Are you careful never to interrupt a person who is speaking?		
4. Are you generally optimistic when others around are depressed?		
5. Do you refrain from complaining?		
6. Do you refrain from boasting and bragging?		
7. Do you speak well of your employer and teachers, or principal?		
8. Do you show interest and respect for the other person's point of view?		
9. Do you keep the same friends for years?		
10. Do you feel well most of the time?		
11. Do you keep promises?		
12. Do you use proper English?		
13. Are you at ease with the opposite sex?		
14. Do you organize your work and keep up with it?		
15. Do you have good table manners?		
16. Do you readily admit your mistakes?		
SUBTOTAL		

	AT WORK	AT SCHOOL
17. Do you get along with your co-workers?		
18. Can you be a leader without being bossy?		
19. Is it easy for you to like nearly everyone?		
20. Can you stick to a tiresome task?		
21. Do you finish what you begin?		
22. Do you know your weaknesses and try to correct them?		
23. Do you avoid feeling sorry for yourself?		
24. Can you take being teased?		
25. Are you courteous?		
26. Are you a good loser?		
27. Are you usually well-groomed and neatly dressed?		
28. Do you enjoy a joke even when it is on you?		
29. Do you like orderliness and keeping things organized?		
30. Do you know the rules of etiquette?		
31. Do you refrain from giving excuses and alibis?		
32. Are you tolerant of other's beliefs?		
33. Do you refrain from pouting when things go contrary to your wishes?		
34. Are you a good listener?		
35. Can you speak before a group without feeling self-conscious?		
36. Are you the kind of person you expect others to be?		
37. Do you accept compliments graciously?		
38. Can you disagree without being disagreeable?		
39. Are you punctual?		
40. Do you like to give and attend parties?		
41. Do you generally speak well of others?		
SUBTOTAL		

	AT WORK	AT SCHOOL
42. Can you take criticism without being resentful or feeling hurt?		
43. Are you careful to pay back all loans, however small?		
44. Does your voice sound cheerful?		
45. Can you work well with those you dislike?		
46. Do you contribute to the conversation?		
47. Do you like people much older than you?		
48. Are you pleasant even when you feel "out of sorts?"		
49. Are you free from prejudices?		
50. Is it easy for you to be tolerant of persons with a background and interests different from yours?		
TOTAL		

There are 50 questions. A perfect score is 250.

225 - 250 Too good to be true!

175 - 224 Commendable attitude.

125 - 174 Needs improvement in certain areas.

150 and below - Need for a general overhaul!

I-DEAS

1. This activity may prove beneficial to those students investigating careers in teaching, counseling, or social service where they may be assessing behavior problems in children.

   From your school counselor, get a copy of BURK'S BEHAVIOR RATING SCALE. Follow the directions in answering the 116 questions. Return it to the counselor for scoring. The counselor can explain the twenty (20) categories of behavior which the scale attempts to gauge or measure. This scale is useful to school personnel and in conferencing with parents. Share it with your class.

2. Go to five (5) large companies in your community and ask for a copy of their personnel rating forms. (Telephone first to explain the purpose of the request.) Compare the forms as to the characteristics rated, order of importance, frequency of rating, and how the forms are used -- whether for promotional purposes, etc. Share your findings with your class.

3. Pretend you are the Director of Personnel in a large corporation. Make up a rating scale covering the overall effectiveness of your employees. Present it to an employee in one of your career stations for his appraisal and consideration. Ask how he would feel being rated with this form. Share your findings with your class.

POST-TEST

1. List ten (10) appropriate behaviors, attitudes, or personality traits which are essential to successful work performance.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

   e. ____________________

   f. ____________________

   g. ____________________

   h. ____________________

   i. ____________________

   j. ____________________

2. Which of these traits (listed in Question #1) coincide with successful school behavior and attitudes?

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

POST-TEST (Scoring Key)

The Key is the same as the Pre-Test Key.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.2 Demonstrate understanding of the behaviors and attitudes appropriate to a variety of work environments.

Performance Objective: 4.2.3 Given an assignment card, report to your career station punctually. Follow the procedures provided by your Work Experience Education Coordinator and Sponsor whenever you must be late or absent. Verification of the successful attainment of this objective will be made by your sponsor on a rating form.

NOTE TO THE STUDENT

By completing this LAP you will:

1. Develop the habit of punctuality and daily attendance.
2. Learn to be dependable and to accept responsibility.

RATIONALE

Time is money. Your employer expects a full day's work for a full day's pay. In arriving late and leaving early, you are in essence cheating your employer. Being punctual also means starting work on time. Form the habit of punctuality by seeing that you are always on time for school, business, and social events.

DIRECTIONS

On page 2 are the procedures you are to follow regarding punctuality. You are to complete Activities #1 and #2 as a Pre-Test, and have your Coordinator evaluate this assignment card and time sheet. Satisfactory completion of these may eliminate the need for completing the rest of the LAP.

THE FOLLOWING ARE PROCEDURES AND REGULATIONS REGARDING PUNCTUALITY

(You must follow these procedures whenever you are late or absent. Your Sponsor or Coordinator may wish to supplement or alter this list.)

1. If an emergency occurs and you will be required to be a half-hour late, or perhaps even more, then notify your Sponsor. The phone number should be listed on your assignment card and placed in your personal telephone directory so you will have it with you at all times.

2. Follow the same procedure if you plan to be absent.

3. If at all possible, as in the case of illness, call a day in advance or as soon as you realize you will be out.

PRE-TEST

Activities #1 and #2 will serve as the Pre-Test. These will be evaluated by your Coordinator and will determine whether or not you need to complete the rest of the LAP.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Complete this assignment card.

ASSIGNMENT CARD
WORK EXPERIENCE EDUCATION PROGRAM

NAME: ____________________

EMPLOYER OR FIRM: ____________________

____

ADDRESS: ____________________

____

SPONSOR: ____________________

PHONE: ____________________

SUMMARY OF JOB:

____

____

____

____

____

SCHOOL: ____________________

STUDENT'S JOB TITLE: ____________________

____

HOURS: ____________________

____

SPECIAL REQUIREMENTS:

AGE ____ TYPING ____ SHTD. ____

OTHERS: ________ SPECIFY OTHERS:

____

____

REMARKS: ____________________

____

____

ACTIVITY #2. Fill in this sheet each time you report to your work station.

TIME SHEET

STUDENT'S NAME: ____________________ JOB ASSIGNMENT: ____________

EMPLOYER'S NAME: ___________________ SCHOOL: ____________________

FIRM'S NAME: _______________________ DATE STARTED: ______________

FIRM'S ADDRESS: ____________________ DATE RELEASED: _____________

DATE	TIME OF ARRIVAL	TIME OF DEPARTURE	PUNCTUAL	(YES-NO)

ACTIVITY #3. Make a list of at least five (5) reasons an employee should be punctual.

1. ____________________

____

2. ____________________

____

3. ____________________

____

4. ____________________

____

5. ____________________

____

ACTIVITY #4. Why is regularity of attendance at work important? List at least five reasons.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

ACTIVITY #5. Visit the payroll section of your firm. Interview the employees. Make a survey concerning the absenteeism rate and punctuality rate. Assess the feelings and policies of your company. Record the interview on tape or in writing so it can be presented to your instructor and to your fellow students.

POST-TEST

A. Make a list of at least five (5) reasons an employee should be punctual.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

B. Why is regular attendance at work important? List at least five (5) reasons.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

POST-TEST (Scoring Key)

A. 1. Punctuality is a reflection of courtesy and good manners.

2. Time means money to the company.

3. If you punch a time clock, then it will mean money to you.

4. Set an example of punctuality for the other employees.

5. Develop a habit of dependability.

6. (Accept any other reasonable answer.)

B. 1. The company depends upon one's services at a certain time. Absenteeism disrupts work schedules.

2. Inability to complete the work because of absenteeism may result in the loss of business.

3. Loss of business costs the company money.

4. Deliveries must be made on time; each company has a time schedule it has to keep.

5. Maintain product quality; maintain work-force efficiency.

6. (Accept any other reasonable answers.)

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.3 Differentiate between various consumer publics and the kind of services they require.

Performance Objective: 4.3.1 Based upon your observations and other sources of information, describe the characteristics of the consumer public of at least three (3) career stations. Analyze the similarities and differences of the three groups and decide which of the three you would prefer to serve. Relate your choice to what you have learned about your own behavior and attitudes.

NOTE TO THE STUDENT

By completing this LAP you will:

1. Study the attitudes and behavior of the public you serve in at least three (3) career stations.
2. Analyze the similarities and differences between these three groups.
3. Choose the type of consumer public with whom you relate best and would prefer to serve.
4. Relate your choice to what you have learned about your own behavior and attitudes.

RATIONALE

The public you serve will manifest certain aspects of their personalities in different career stations. Working in the complaint department and customer service of a store certainly requires a disposition and temperament which can cope with public demands. Working behind the scenes, you may have less contact with the consumer public. In every job, there are some personal public relations. Knowing the public you serve and knowing your own personality, attitudes, and behavior will enable you to select that job where you can be happy and successful.

DIRECTIONS

This LAP is to be completed by students enrolled in exploratory work experience education. The Pre-Test will determine whether you need to complete the LAP.

PRE-TEST

You must successfully answer 80%, or 4 out of 5 questions in order to skip the LAP.

1. List three (3) attitudes or behaviors evident in the public you serve in at least three (3) career stations.

   a. ________________

   b. ________________

   c. ________________

   a. ________________

   b. ________________

   c. ________________

   a. ________________

   b. ________________

   c. ________________

2. What similarities exist between these three groups?

   ____

   ____

   ____

   ____

   ____

3. What differences exist between these three groups?

   ____

   ____

   ____

   ____

   ____

4. Refer to the chart you completed in LAP 4.2.1, Activity #6. Considering the personality traits you attribute to yourself, to what public do you best relate and prefer to serve?

____

____

____

5. Can you list at least ten (10) jobs in which you feel the public you service will be compatible to your own personality?

a.______________________________________

b.______________________________________

c.______________________________________

d.______________________________________

e.______________________________________

f.______________________________________

g.______________________________________

h.______________________________________

i.______________________________________

j.______________________________________

PRE-TEST (Scoring Key)

Present this Pre-Test to your coordinator for assessment and decision as to whether you should complete the LAP.

LEARNING ACTIVITIES AND RESOURCES

Choose three (3) activities to complete.

ACTIVITY #1. Study, observe, and describe the consumer public in three (3) of your career stations. Here is a partial list of behavior and attitude characteristics which may be applicable to your job and consumer public. Delete or add any others you think appropriate. Check (✓) the items which apply.

CAREER STATIONS	JOB TITLE		JOB TITLE		JOB TITLE	
	ME	PUBLIC	ME	PUBLIC	ME	PUBLIC
1. Courteous and well-mannered						
2. Self-controlled						
3. Friendly						
4. Angry						
5. Demanding						
6. Thrift-conscious						
7. Impatient						
8. Honest						
9. Desirous of speed						
10. Desirous of efficiency						
11. Tactful						
12. Ill-informed						
13. Knowledgeable						
14. Conservative attitudes						
15. Liberal attitudes						
16. Open-minded						
17. Complainers						
18. Sense of humor						
19. Suspicious						
20.						
21.						
22.						

ACTIVITY #2. What conclusions do you draw after completing the chart? Write a paragraph describing your conclusions and job preference as based upon the chart findings.

____

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ACTIVITY #3. Write a composition telling about the type of consumer public you prefer to serve. Use information you acquired from interviewing people in your three (3) career stations. Base your interview on the items in Activity #1. Relate your choice to the personality traits you attribute or would like to attribute to yourself.

____

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ACTIVITY #4. Select three (3) problem relationships to explore. For example, a customer feels that he has been overcharged. For each problem, assess the techniques to improve the relationship or solve the problem. Practice one of these techniques for one week and report in writing or orally your experience in using this technique.

ACTIVITY #5. Choose five (5) positive public attitudes or behaviors and make them up as posters or signs to display for your class or the consumer publics. Ideas may be attained from Activity #1. The purpose of the graphics is to call attention to positive working relationships between employer and the public he serves.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #6. Think about the words in this list and circle those words which indicate positive attitudes and behaviors. Check how often you think they describe you while serving in your work environment.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Neat				
17. Thrifty				
18. Even-tempered				
19. Dependable				
20. Angry				
21. Moody				
22. Open-minded				
23. Unreasonable				
24. Demanding				

	Always	Usually	Sometimes	Never
25. Courteous				
26. Well-mannered				
27. Suspicious				
28. Tactful				
29. Speedy				
30. Patient				

POST-TEST

For each of the three (3) occupational areas you have been serving, list three (3) expectations which the consumer public seemed to demand.

Career I ______________________________

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

Career II ______________________________

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

Career III ______________________________

Expectations: 1. ______________________________

2. ______________________________

3. ______________________________

Write a short paragraph telling which expectations you would find easy to meet because they relate to your own behavior, attitudes, or personality patterns. The expectations may be selected from the preceding list.

____

____

____

____

____

____

____

____

____

POST-TEST (Scoring Key)

Answers will vary according to the publics served and individual preference.

Example:

Career I: Salesman

Expectations: Honesty - Full value for your money
Patience - Time to consider all facts before
making a decision
Courtesy and consideration

Career II: Policeman

Expectation: Speed and efficiency in carrying out his
duties
Honesty - strong moral scruples
Courteous but firm

IDEAS

1. Write to: Miss Lee Landis, Editor
Program Notes
National Association of Manufacturers
277 Park Avenue
New York, New York 10017

Ask her for any information on the kinds of services the consumer requires. Ask if they have any information on changes in consumer attitudes over the last twenty or thirty years.

Share your findings with your class.

2. Look at the advertising in magazines or newspapers to see how the advertising attempts to change the public's attitude and lure it into buying something it may not need or even want. Clip out the best advertisements to substantiate this idea. Explain your findings to your instructor in writing, or orally to your class.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.3 Differentiate between various consumer publics and the kinds of services they require.

Performance Objective: 4.3.2 As a result of dealing with different consumer publics during the period of assignment, a satisfactory rating will be given to you by your Work Experience Education Sponsor in one or more written progress reports.

NOTE TO THE STUDENT

By completing this LAP you will:

1. Know how your employer rates your ability in handling situations and relating to the public.
2. Find out more about yourself and thus be able to improve your skills in public relations.

RATIONALE

If only we could see ourselves as others see us! Does your personality come across to others as you think it does? By serious consideration of this rating, you will become a more effective and dynamic person.

DIRECTIONS

This LAP is primarily concerned with rating your performance with the public. Included are some activities for you to do.

PRE-TEST

List classes of products and services used by the average family that require contact with sales people. Organize them any logical way.

PRE-TEST (Scoring Key)

Any reasonable answer will be accepted.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Give your sponsor the rating form included in this LAP on pages 7 and 8. The supervisor should review the evaluation with you and explain his rating so you can understand and benefit from his criticism.

ACTIVITY #2. Make up a second evaluation, choosing items of behavior and attitudes which are more applicable to your particular career station. Give this evaluation to your sponsor for his consideration; use it in your other career station.

ACTIVITY #3. Check with your friends to see how the public expectations of their career stations differ from that of yours. Make a list of the expectations which are the same, and a list of those which are different.

ACTIVITY #5. As a consumer, tell what you expect in the way of service, attitude, and behavior in each of these situations:

1. Exchanging a gift because it is the wrong size.

2. Explaining your being over-charged because of a clerk's mistake.

3. Purchasing gasoline at a local service station.

4. Returning the steak because it's too rare.

5. Asking the telephone operator for information.

RATING FORM

WORK EXPERIENCE EDUCATION

SPONSOR'S EVALUATION OF EMPLOYEE'S ATTITUDE AND BEHAVIOR TOWARD THE PUBLIC SERVED

STUDENT'S NAME:______________________________ DATE:__________

SPONSOR'S NAME: ____________________ PLACE OF WORK:____________

ATTITUDES AND BEHAVIORS (Check - ✓)	ALWAYS	MOST OF THE TIME	SOME-TIMES	SELDOM	NEVER
1. Is courteous					
2. Uses tact					
3. Well-modulated voice					
4. Practices self-control					
5. Enthusiastic					
6. Desire to please					
7. Sense of humor					
8. Makes helpful suggestions					
9. Shows initiative					
10. Enjoys busy time with customers					
11. Disappointed when not able to help customers					
12. Takes time to find out customer's needs					
13. Customers ask for this employee by name					
14. Thorough in dealing with customer					
15. Speedy in waiting upon customer					
16. Sees customer as important					
17. Can admit to an error					
18. When needed, will stay on to help					

ATTITUDES AND BEHAVIORS	ALWAYS	MOST OF THE TIME	SOME-TIMES	SELDOM	NEVER
19. Open to suggestions and attempts to follow them					
20. Will clean up after an accident or spill					
21. Is conscious about neatness and cleanliness in work area					
22. Volunteers for extra duty					
23. Anticipates problems and tries to alleviate them					
24. Attends to details					
25. Asks how he or she can improve					

Additional attitudes and behaviors pertinent to your particular job:

26.					
27.					
28.					
29.					
30.					

IDEAS

1. If you deal with the public, give the customer your first attention. It is not business-like to let a customer wait while one makes a personal telephone call or finishes opening a crate. Take an hour making a survey of situations in and around your place of work. Note the behavior and attitudes of the consumer and the employee. What conclusions, if any, can be drawn from your survey? Share your findings with your supervisor or instructor.

2. Here is a chance to show your artistic ability. Make up commendation badges or merit badges on light-weight cardboard or ribbon. Label with some of the favorable attitudes or behaviors, such as: Most Courteous, Most Tactful, Greatest Sense of Humor, Always Cheerful, etc. Take them to work and bestow them or pin them upon those employees which best fit the titles. A kind word of encouragement is always appreciated.

POST-TEST

1. List five (5) different problem situations relating to the public which you have observed during your work assignment.

   a. ______________________________

   ____

   b. ______________________________

   ____

   c. ______________________________

   ____

   d. ______________________________

   ____

   e. ______________________________

   ____

2. Tell how each of these problems was handled or solved.

   a. ______________________________

   ____

   b. ______________________________

   ____

   c. ______________________________

   ____

   d. ______________________________

   ____

   e. ______________________________

   ____

POST-TEST (Scoring Key)

Answers will vary according to the occupation and situation.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.4 Meet the needs of the publics served as you are given opportunities to assume adult roles and responsibilities in a variety of work environments.

Performance Objective: 4.4.1 Indicate which expectations of the publics served in a variety of work environments are easy to meet and which expectations you find most difficult to meet. Relate both the easy and difficult expectations to your own requirements as a member of the consumer public.

NOTE TO THE STUDENT

By completing this LAP you will:

1. Point out consumer expectations that are easy to fulfill.
2. Point out those expectations difficult to meet.
3. Relate these easy and difficult factors to your own requirements as a consumer.

RATIONALE

This LAP is designed to help you understand the easy and difficult expectations of the public, thereby hoping to make you a "more-aware" employee, and consumer as well.

DIRECTIONS

This LAP is to be completed by all students enrolled in the exploratory work experience education. You will be given an opportunity to discuss your feeling regarding career expectations with your coordinator. Schedule a mutually convenient time to see him.

PRE-TEST

1. Name at least five (5) different responsibilities or expectations in three (3) different work assignments you have explored.

A. (1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

(4) ______________________________

____

(5) ______________________________

B. (1) ______________________________

____

(2) ______________________________

____

(3) ______________________________

____

(4) ______________________________

____

(5) ______________________________

____

C. (1) ______________________________

____

(2) ______________________________

____

(3) ____

____

(4) ____

____

(5) ____

____

2. Which responsibilities are easy to meet?

____

____

____

____

____

3. Which responsibilities are difficult to meet?

____

____

____

____

____

4. In what way do these responsibilities relate to the consumer public?

____

____

____

____

____

5. Which of the responsibilities and expectations relate to your own requirements as a member of the consumer public?

____

____

____

____

____

PRE-TEST (Scoring Key)

(Answers will vary.)

LEARNING ACTIVITIES AND RESOURCES

Do Activities #1 and #2, and choose a third activity from the last three to discuss with your Work Experience Education Coordinator.

ACTIVITY #1. Using the list of 20-25 customer expectations included in this LAP on page 8, point out the consumer expectations that are easy to meet, those expectations that are difficult to meet, and those you consider important when YOU are the customer.

ACTIVITY #2. Given five (5) occupations, write three (3) consumer expectations that are easy to fulfill and three (3) that are difficult to fulfill.

1. Telephone Operator:

Easy: (1)____

(2)____

(3)____

Difficult:
(1)____

(2)____

(3)____

2. Airline Steward or Stewardess:

Easy: (1)____

(2)____

(3)____

Difficult:
(1)____

(2)____

(3)____

3. Grocery Cashier:

Easy: (1)____

(2)____

(3)____

Difficult:
(1)____
(2)____
(3)____

4. Taxi Driver:

Easy: (1)____
(2)____
(3)____

Difficult:
(1)____
(2)____
(3)____

5. ____________________(Your choice):

Easy: (1)____
(2)____
(3)____

Difficult:
(1)____
(2)____
(3)____

ACTIVITY #3. Meeting difficult public expectations can make a job more challenging and rewarding. List the careers you are now exploring in order of interest and preference. Base your decision upon the challenges, the public expectations, and the rewards offered. In light of these ideas, discuss your feelings with your Work Experience Education Coordinator. This discussion may help your coordinator guide you in further exploratory fields, and perhaps help you to make a decision toward a future career.

ACTIVITY #4. Make a list of all the jobs you think you might like to investigate or participate in doing. Keep in mind public expectations, and the challenges and the rewards offered. Check with your Work Experience Education Coordinator the possibility of exploring some of them.

ACTIVITY #5. Explain how you have changed your attitude toward an occupation after observing customer expectations and the work and problems involved. Write this in the form of a report and present it to your coordinator so he will be able to understand your feelings and perhaps guide you toward a suitable career.

CONSUMER EXPECTATIONS

Use a check (✓) mark to score.	Easy to Meet	Difficult to Meet	My Priority
1. Be courteous.			
2. Behave in a business-like way.			
3. Avoid out-of-place humor.			
4. Become well-informed about the job.			
5. Smile easily and frequently.			
6. Be accurate; try not to make mistakes.			
7. Try to perform the task with speed and accuracy.			
8. Give the consumer your first consideration and attention.			
9. Try to understand the other side of the problem or argument.			
10. Know when to keep silent.			
11. Do not laugh at customer mistakes.			
12. Do not belittle the customer.			
13. Be tactful so you won't offend the customer.			
14. Be truthful.			
15. Use self-control.			
16. Use a well-modulated voice.			
17. Desire to please the customer.			
18. Take time out to find the customer's needs.			
19. Treat the customer as an important individual.			
20. Be clean and neat in appearance and habits.			

These spaces are to be used to include any other consumer expectations which you consider important or appropriate.

	Easy to Meet	Difficult to Meet	My Priority
21.			
22.			
23.			
24.			
25.			

POST-TEST

1. Name at least five (5) different responsibilities or expectations you have in three (3) different work assignments you have explored.

A. (1). ____________________

____

(2). ____________________

____

(3). ____________________

____

(4). ____________________

____

(5). ____________________

____

B. (1). ____________________

____

(2). ____________________

____

(3). ____________________

____

(4). ____________________

____

(5). ____________________

____

C. (1).

(2).

(3).

(4).

(5).

2. Which responsibilities are easy to meet?

3. Which responsibilities are difficult to meet?

4. In what way do these responsibilities relate to the consumer public?

5. Which of the responsibilities and expectations relate to your own requirements as a member of the consumer public?

POST-TEST (Scoring Key)

(Answers will vary.)

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.4 Meet the needs of the publics served as you are given opportunities to assume adult roles and responsibilities in a variety of work environments.

Performance Objective: 4.4.2 Given examples of behavior and attitudes which are inappropriate in several different work environments, explain or describe how these behaviors or attitudes might affect the employee, his fellow employees, the public served, and the employer.

NOTE TO THE STUDENT

By completing this LAP you will:

1. Become aware of inappropriate behavior.
2. Analyze its effects on the employee, his co-workers, his employer, and the public served.

RATIONALE

Inappropriate behavior is often far-reaching and has consequences which may not be immediately apparent. If serious, it may be deterrent to a promotion or may be reason for dismissal.

DIRECTIONS

In this LAP you will be given examples of inappropriate behavior, and you will have to project its consequence upon everyone concerned.

PRE-TEST

Here are two questions with ten (10) items in each question. Each item is five (5) points. You must pass 80% in order to skip this LAP.

I. List at least ten (10) examples of inappropriate behavior on the job.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. ____

8. ____

9. ____

10. ____

II. For each preceding example, write an effect you think this behavior may have on the fellow co-workers, the employer, the public served, and/or the employee himself.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

9. ______________________________

____

10. ______________________________

____

PRE-TEST (Scoring Key)

Answers will vary.

Inappropriate behaviors:

1. John was late three days in a row.
2. Nancy leaves work early without reporting to her supervisor.
3. Pete extends his coffee break 5 or 10 minutes.
4. Jane interrupts others with incessant talk.
5. Gail became moody when her boss criticized her tabulation.
6. Bob borrows but never returns the items.
7. Mary uses company time to answer personal mail.
8. Fred reports in sick because he wants to go golfing or to the beach.
9. Jack gripes because his boss asked him to stay overtime to finish a job.
10. Gene "pads" the expense account when entertaining a customer or figuring mileage.

Effect of inappropriate behavior:

1. Tardiness is an imposition on co-workers and causes resentment as they carry on in the absence of the employee. Employer feels cheated of time and money. Public may be kept waiting and denied efficient and speedy service.
2. Same as #1.
3. Same as #1.
4. Interruptions annoy co-workers; slow down their performance; steal employer of time, money, and efficiency.
5. Moodiness may depress co-workers, cause low morale among other employees. Unwillingness to accept constructive criticism may be reason for dismissal.
6. Borrowing and not returning the items causes ill-will among co-workers and a loss of time while searching for the item.
7. Mis-using company time is like stealing company money.
8. Same as #7.
9. Unwillingness to put in overtime (inflexibility) may be reason for dismissal.
10. Exaggerating on an expense account is stealing from the company.

LEARNING ACTIVITIES AND RESOURCES

(Choose three).

ACTIVITY #1. Here are some examples of inappropriate behavior. In each situation, describe how these behaviors might affect the employer, the fellow employees, the employee, and the public served.

a. John was late three days in a row.

b. Nancy leaves work early without reporting to the supervisor.

c. Pete extends his coffee break five or ten minutes longer.

d. Jane talks incessantly, interrupting the work of others.

e. Gail was super-sensitive and depressed because the boss found mistakes in her typing and called her attention to it.

____

____

____

____

____

f. Bob is always borrowing and never returning tools to the proper place.

____

____

____

____

____

g. Mary wishes to send a Xerox letter to her friends at Christmas. She uses the company's time, stationery, stamps, and Xerox machine.

____

____

____

____

____

h. Fred decides he wants to go to the beach; he calls his supervisor and reports in sick.

____

____

____

____

____

ACTIVITY #2. Observe the situations around your place of work. Make a list of all the inappropriate behavior exhibited. Then make another list of correct behavior.

Now briefly tell how you, your boss, your co-workers, and your customers or public would be affected by this inappropriate behavior.

ACTIVITY #3. Write the dialogue and role-play this situation. Jim wants to quit his job after an argument with his boss. His friend, Joe, tries to talk him out of it. Include Jim's reasons for wanting to quit and Joe's argument against quitting. For example: Jim feels his boss is continually picking on him for being late to work. Joe can see that the boss has a legitimate complaint and that Jim is lax in promptness. Joe, as his friend, wants to convince him that a small change in his behavior will be advantageous to Jim. If you have a tape recorder, act out the situation on tape so it can be presented to your class. Otherwise, prepare it for an "in-the-classroom" presentation.

ACTIVITY #4. Choose five (5) inappropriate behaviors from Activity #1 and decide how the boss should deal with these behaviors. Write a dialogue between the boss and the person involved. Ask your friends to help you act-out the parts. Put the situations on tape in order to share with your instructor and class, or do a live presentation.

IDEAS

1. Check the audio-visual department of your school, or with your vocational education instructor, for the tapes on The World of Work, created by Community Change, Inc., 1969 Educational Resources, Inc., 11 Church Street, South Orange, New Jersey, 07079. Through dramatic episodes and discussions, you will become familiarized with the types of situations and behaviors you are likely to encounter when you are working; and find out ways of both avoiding and overcoming the problems that arise. Preview the tapes and select the most appropriate or significant to play for your class.

2. In order to gain some insight into what constitutes inappropriate behavior, visit five (5) large companies in your community. Ask about their "Code of Ethics" or rules and regulations governing the employees. Make a list of the "Thou-Shalt-Nots" of each company. Which are considered important enough to hit all five lists? Explain why the company enforces each of these rules. Compare the list with your firm's "Code of Ethics."

POST TEST

I. List at least nine (9) examples of appropriate behavior on the job.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

9.____

II. For each preceding example, write an effect this appropriate behavior may have on the fellow co-workers, the employer, the public served, and/or the employer himself.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

9.____

POST-TEST (Scoring Key)

(Answers will vary, depending upon situation.)

I. 1. John arrives 5 or 10 minutes early each morning in order to set up the day's work.

2. An emergency necessitates Nancy's leaving work an hour early. She reports her problem to her supervisor and offers to make up the time during her lunch hour.

3. Pete is watchful during coffee break, and leaves a couple of minutes early in order to get back to his desk on time.

4. Jane loves to visit with her friends at work but saves her news until coffee break and lunch time.

5. Gail regrets her typing deficiency, and since it is deterrent to her efficiency at work, decides to take a night class to improve her skill.

6. Bob determines, "Never a lender or borrower be."

7. Mary writes Christmas letters to her friends. She writes the letter at home, provides her own stationery, and "dittoes" the letter rather than using the Xerox machine. (Xeroxing is costly.)

8. Jack offers to work overtime as he sees the order piling up and the need for expediting the work as soon as possible.

9. Gene keeps an accurate account of his business expenses for submitting as his expense account.

II. Effect of appropriate behaviors:

1. Fellow workers see John busy at work when they arrive and emulate his punctuality. The boss is pleased with his seeming enthusiasm and offers him a raise.

2. Reporting a problem to a supervisor helps to open an avenue of communication and mutual understanding which should develop better working relationships between employees.

3. Same as #1.

4. Boss notices Jane's attention to the work at hand, and rewards her with a promotion.

5. Gail's improvement in typing speed and spelling brings praise from her boss, and to her a feeling of price and accomplishment.

6. Bob completes his work with such alacrity that his boss expresses his pleasure to all his co-workers.

7. Mary doesn't have to worry about anyone seeing her at this task. All she is expending is her own energy on her own time. The company gladly permits use of its inexpensive dittoing machine.

8. Jack's boss is so grateful for the overtime help that he renumerates with time-and-a-half wages.

9. The supervisor sees Gene's honest, accurate account, and offers him a year-end bonus.

LAP Prepared By: Ed Thomas

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 4.4 Meet the needs of the publics served as you are given opportunities to assume adult roles and responsibilities in a variety of work environments.

Performance Objective: 4.4.3 Given opportunities to assume adult roles and responsibilities in one or more work environments, provide satisfactory service to the customer. Verification of attainment of this objective will be made by your Work Experience Education Sponsor on a rating form.

NOTE TO THE STUDENT

This LAP is concerned with satisfactory service to the customer. You will be rated on your personal effectiveness: Personal Traits, Abilities, Skill Performance, and Business Techniques -- as they relate to serving the public.

RATIONALE

This LAP is designed to help you become a more aware, effective employee. This should be welcomed as a learning experience. An objective evaluation points out areas of competency and areas in need of more "polishing." Only through knowledge of oneself can growth and change be affected.

DIRECTIONS

In this LAP Pre-Test, you will devise a rating scale and be rated by your coordinator and/or sponsor.

PRE-TEST

1. If you, as an employer, had to rate your employees' service to the public, what areas of competence would you consider important and worth evaluating?

2. Make up a Rating Scale to be used by your Work Experience Education Coordinator in evaluating your performance in serving the public. Some areas to include are: efficiency and speed, initiative, cooperation, pleasing personality, etc.

Give this scale to your coordinator. The quality of your answer to question #1 and your rating on this scale will determine whether or not you will skip this LAP.

PRE-TEST (Scoring Key)

(Answers will vary.)

1. Areas of competence to consider:

   A. Personal traits such as: grooming, dress, speech, cooperation, initiative, etc.

   B. Abilities such as: comprehension, following directions, attending to details.

   C. Skills such as: typing, operating machines, etc.

   D. Business techniques such as: communicating with the public, using sources of information etc.

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1. Present the attached evaluation form on page 8 to your sponsor to complete. Your sponsor should return it to you for your response. He should be sure to explain any items in the 0 and 1 categories, and tell you how he arrived at this conclusion. He may be able to give you ideas on how to raise the 3 levels. If all your ratings are on the 4 and 5 levels, don't rest on your laurels. You have established a reputation to uphold. Continue with your good work!

ACTIVITY #2. Before giving the evaluation form to your sponsor, choose from the list the items appropriate to your particular work, and make up an evaluation sheet using your own criteria. Rate yourself. When the evaluation form is returned to you by your sponsor, compare the ratings. Do you see yourself as others see you? What are the areas of discrepancies?

ACTIVITY #3. Design a program to improve your abilities in each of the four areas. Present the program to your instructor and sponsors for critique. After a reasonable period, ask your sponsor to evaluate you again. Has your program provided the impetus, the incentive, and knowledge to improve your overall rating? Have you improved?

ACTIVITY #4. Use your evaluation sheet to evaluate the abilities of your competitor on the job. Are there any areas of success that you can emulate? Do the same with your supervisors. We learn through imitation; therefore, chart your way by patterning the successful people around you. List the ways in which they are competent and successful.

EMPLOYER'S EVALUATION OF STUDENT'S ON-THE-JOB TRAINING

Student Employee's Name: ________________________________

Employed by ________________________________ From __________ To __________

Please check the following traits as (0) Unsatisfactory, (1) Poor, (2) Average, (3) Good, (4) Very Good, and (5) Excellent.

Rate only the items that apply.

PERSONAL TRAITS	0	1	2	3	4	5
Grooming						
Appropriate dress						
Personal hygiene						
Speech						
Interest in work						
Cooperation						
Conduct						
Initiative						
Adaptability						
Ambition						
Tact						
Leadership						
ABILITIES						
Follows directions						
Takes criticism						
Understands instructions						
Attends to details						
Keeps on the job						
Punctuality						
Regularity						

EMPLOYER'S EVALUATION OF STUDENT'S ON-THE-JOB TRAINING

Student Employee's Name: ______________________________

SKILL PERFORMANCE	0	1	2	3	4	5
Typing						
Shorthand						
Transcription						
Filing						
Grammar						
Mathematics						
Spelling						
Punctuation						
Capitalization						
Office Machines						
Craftsmanship						
Mechanical Ability						
BUSINESS TECHNIQUES						
Use of phone						
Use of sources of information						
Office housekeeping						
Meeting people						
Use of supplies						
Efficient use of time						

In view of the above ratings, I would give this employee an overall rating of ___________.

Student appears to show strengths in these areas: ____________________

____

____

Student could profit from suggestions in these areas: ________________

____

____

IDEAS

1. Go to the library and browse through this year's issues of Consumer Reports. Make a list of the complaints sent in by reading the "Letters to the Editor" on the inside front cover. In what ways are the Consumers' Union trying to meet public expectations? List the solutions next to each complaint.

2. Read some of the reports by Ralph Nader. How is he trying to be a spokesman for the consuming public? Write a report outlining two of his findings. Share the report with your class.

3. Write to: Association of California Consumers
   2200 L Street
   Sacramento, California 95816

   for information and publications from the annual meetings and conferences of the Association of California Consumers. Such topics covered were: The New Consumerism: How Students View Their Role in the New Consumerism: Handling of Consumer Complaints. Summarize the information and share the findings with your family and friends, as well as classmates.

4. The issue of greatest concern to the American Advertising Federation is the current trend to question the social and economic values of advertising. Pollution warnings on detergents containing phosphates and poison warnings on household products are opposed to the whole concept of advertising, because the primary purpose of advertising is to sell. How can the consumer protect himself against misleading advertising? Write to the AAF for information.

POST-TEST

A satisfactory rating on the Employer's Evaluation on pages 8 and 9 are the requirements for passing and eliminating the Post-Test.

If your rating is unsatisfactory, you must work to improve those unsatisfactory areas and resubmit the evaluation to your employer for another rating of your progress.

EMPLOYER'S EVALUATION OF STUDENT'S ON-THE-JOB TRAINING

Student Employee's Name: ______________________________

Employed by ______________________________ From________ To________

Please check the following traits as (0) Unsatisfactory, (1) Poor, (2) Average, (3) Good, (4) Very Good, and (5) Excellent.

PERSONAL TRAITS	0	1	2	3	4	5
Grooming						
Appropriate dress						
Personal hygiene						
Speech						
Interest in work						
Cooperation						
Conduct						
Initiative						
Adaptability						
Ambition						
Tact						
Leadership						
ABILITIES						
Follows directions						
Takes criticism						
Understands instructions						
Attends to details						
Keeps on the job						
Punctuality						
Regularity						

EMPLOYER'S EVALUATION OF STUDENT'S ON-THE-JOB TRAINING

Student Employee's Name ______________________________

SKILL PERFORMANCE	0	1	2	3	4	5
Typing						
Shorthand						
Transcription						
Filing						
Grammar						
Mathematics						
Spelling						
Punctuation						
Capitalization						
Office Machines						
Craftsmanship						
Mechanical Ability						
BUSINESS TECHNIQUES						
Use of phone						
Use of sources of information						
Office housekeeping						
Meeting people						
Use of supplies						
Efficient use of time						

In view of the above ratings, I would give this employee an overall rating of ______________.

Student appears to show strengths in these areas: ____________________

____

____

Student could profit from suggestions in these areas: ______________

____

____

POST-TEST (Scoring Key)

Answers will vary.

LAP Prepared By: Paul J. Riordan

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.1 Demonstrate knowledge of employment procedure and practices required for job placement.

Performance Objective: 5.1.1 List activities and sources that may be utilized to seek out technical and supportive information needed prior to employment. As a part of each activity, outline steps that would be carried out to insure complete awareness of practical activities required for job placement.

NOTE TO THE STUDENT

The purpose of this learning activity is to help you gain pre-employment information needed for a job. This I-DEA package is made up of four (4) parts. When you complete the listed activities and alternates you will understand and be able to apply:

1. Social Security Procedures
2. How to Fill Out a Job Application
3. How to Search For and Find a Job
4. Identify Dress Requirements for the Job you Want

RATIONALE

This I-DEA package is designed to give you pre-employment procedures and knowledge for obtaining a job.

DIRECTIONS

Exemption: Each of the four sections has a pre-test. If you pass the test (orally or in writing) you may proceed to the next pre-test.

Activities: Please select one or more of the activities or alternatives in each section.

Alternatives: You may substitute any ALTERNATIVE FOR AN ACTIVITY.

A NOTE TO: Career Development Work Experience Teachers

SUBJECT: Resource materials and procedures for enriching the I-DEA Learning Activity Package.

For Activity	Resource Material	Code
Social Security	Graph containing: Where the Money Comes From Where the Money Goes	A
	Social Security Benefits for Students 18-22	B
	Social Security Benefits... how to estimate the amount.	C
	Free Teaching Aids	D
	Social Security Information for Young Families	E
	Check Your Social Security Record	F
	Suggested Outline for Studying Social Security	G
	You Can Work and Still Get Social Security Benefits	H
	* Medicare's Home Health Benefits	I
Pre-Employment Information	You and Your First Job	J
Pre-Employment Attitudes	Personal Development Workbook	K

* Recommendation: Send for teacher's Social Security Teaching Kit.

PRE-TEST (Part 1)

Social Security Procedures

This test can be taken: (Check one ✓)

_____ Orally

_____ In Writing

A. List four (4) benefits that Social Security can give you.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

B. Is having a full-time job a requirement for obtaining a Social Security Number and Card?

_______ Yes

_______ No

C. Who pays the cost of Social Security benefits?

1. ______________________________
2. ______________________________

D. List the requirements for obtaining a Social Security Number and card.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Teacher Response:

Student Name: ______________________________

______ Pass - (Congratulations, you may start the next section).

______ Fail - Start the Activities listed in this section.

LEARNING ACTIVITIES FOR SOCIAL SECURITY INFORMATION

DIRECTIONS: Select one (1) Activity or one (1) Alternative. You may answer the question orally or in writing.

ACTIVITY 1

Interview all members in your class and establish the answer to:

1. How many students have Social Security No.: ____________________
   Answer in numbers.
2. What requirement do they need to obtain a Social Security No.?

   ____

3. Where did they obtain the Social Security Number and Card?

   ____
   Categorize by city and state

ACTIVITY 2

Write for information on "HOW TO OBTAIN SOCIAL SECURITY INFORMATION" from your nearest Social Security agency. Check your telephone book for the address nearest you. Hint: Look under United States Government, Social Security Administration and fill out the SOCIAL SECURITY QUESTIONNAIRE (A-1), Page 6.

ACTIVITY 3

Telephone your nearest Social Security Administration for information on "HOW TO OBTAIN A SOCIAL SECURITY NUMBER AND CARD." Ask the Social Security representative the question stated on the Social Security Questionnaire (A-1), Page 6.

ACTIVITY 4

Visit your local Social Security Administration and obtain printed material on "HOW TO OBTAIN A SOCIAL SECURITY NUMBER AND CARD." Discuss and fill out the Social Security Questionnaire (A-1) with the Social Security agency representative. Ask for sample forms and material for your entire class.

LEARNING ACTIVITIES FOR SOCIAL SECURITY INFORMATION (Continued)

ALTERNATIVE ACTIVITIES

DIRECTIONS: You may select one of the following alternatives if you have not already submitted an activity. Bonus Points: Do an extra Activity or Alternative and increase your grade.

ALTERNATIVE ACTIVITY 1

Develop and present an oral presentation of ten (10) minutes on HOW TO OBTAIN A SOCIAL SECURITY NUMBER AND CARD to your classmates.

ALTERNATIVE ACTIVITY 2

Arrange for a speaker from the Social Security Administration to speak on the "Requirements and Procedures for Obtaining a Social Security Number and Card." Set up all chairs, audio visual equipment. Request the speaker to bring forms and information for all of your classmates. Consult with your teacher about inviting other nonclass students during the presentation.

ALTERNATIVE ACTIVITY 3

Design a bulletin board on the subject of:

a. What is Social Security.

b. Types of Benefits.

c. Requirements for obtaining a Social Security Number and Card. (Hint: Contact your nearest Social Security Administration for printed posters, materials, and information).

SOCIAL SECURITY QUESTIONNAIRE - (A-1)

For Activities 2, 3, 4

Please be brief in answering all questions (1-9)

1. What is Social Security? ______________________________
____
____

2. *Why should a student have a Social Security Number and Card? (Answer in three (3) sentences or less.) ______________
____
____
____

3. What are the benefits?
   A. ____
   B. ____
   C. ____
   D. ____

4. Who pays the cost? _________________________________
____

5. What are the requirements for a Social Security Number? ________
____

FUN QUESTIONS

6. Can a newborn baby be assigned a Social Security Number? ___ Yes ___ No

7. Can a person have more than one Social Security Number? ___ Yes ___ No

8. Can non-U.S. Citizens have a Social Security Number while residing in America? ___ Yes ___ No

9. Does your teacher have a Social Security Number? ___ Yes ___ No

*Refer to pamphlet entitled "Social Security Benefits for Students 18-22."

POST TEST (Part 1)

Social Security Procedures

This test can be taken: (Check one ✓)

_____ Orally

_____ In Writing

A. List four (4) benefits that Social Security can give you.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

B. Is having a full-time job a requirement for obtaining a Social Security Number and Card?

_______ Yes

_______ No

C. Who pays the cost of Social Security benefits?

1. ______________________________
2. ______________________________

D. List the requirements for obtaining a Social Security Number and card.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

Teacher Response:

Student Name: ______________________________

_____ Pass - Congratulations!!

_____ Please contact me for explanation of your test results.

PRE-TEST (Part 2)

Job Application Form

This test can be taken: (Check one ✓) ______ Orally ______ In Writing

A. Need-to-know Items:

Your Zip Code ____________________ Your birth date ________________

Where born ____________________________ Citizen ________________

Social Security No. __________ Do you have a Soc. Sec. Card? ___Yes ____No

Present Address ____________________________ Phone No. __________

Previous Address ____

Driver's Lic. No. _____________ Height ______ Weight _______ Age _____

B. Schools Attended:

Name	Date Entered	Date Left	No. Months	Diploma

Special Schools Attended: (Dance, Mountain Climbing, etc.)

Name	Date	No. Weeks

C. Organizations and Clubs:

Scouts/Camp Fire Girls, etc. ______________________________

____

D. Hobbies:

____

____

Special Skills

____

____

Continued on next page

PRE-TEST (Part 2) Continued

E. References: (List 3 to 5)

Name	Address	Phone No.

F. Previous Employment or Work Experience (Supervisor or Employer)

Name of Company	Name of Supervisor	Address	Phone

Teacher Response:

Student Name: ______________________________

_______ Pass - (Congratulations, you may start the next section).

_______ Fail - Start the Activities listed in this section.

LEARNING ACTIVITIES FOR HOW TO FILL OUT A JOB APPLICATION

DIRECTIONS: Select one (1) Activity or one (1) Alternative. You may answer the question orally or in writing.

ACTIVITY 1

Gather three (3) sample application forms from local companies. Compare the information asked on the attached APPLICATION INFORMATION CHECK LIST (✓), (C-2), Pages 12 and 13.

ACTIVITY 2

Design a bulletin board display identifying the major parts of an application form.

ACTIVITY 3

Complete the JOB APPLICATION FORM (D-2) Pages 14-17 and return it to your teacher for evaluation.

ALTERNATIVE ACTIVITY 1

Arrange for an employer to speak to the class on HIS USE OF A JOB APPLICATION.

Reminder: Set up all chairs, audio equipment. Request the employer to bring enough application forms for the entire class. Consult with your teacher about inviting other nonclass students.

NOTE TO THE STUDENT

A Job Application Form does not cover all of the questions an employer will have about an employee. It is essential that an employer know additional information about your personality traits. Under certain circumstances, an employer will include a personality sheet (Personality Balance Sheet - (B-2), Page 11). Using Form B-2, interview two employers and ask them to rate the personality factors they consider (Most Important - Important - Least Important) in hiring a new employee. Write a paragraph or two about your interview and return the results with Form B-2 to your teacher.

ALTERNATIVE ACTIVITY 2

Using the experience gained in NOTE TO THE STUDENT, make a class report on the findings and the impressions you gained from the interview with the employer's comments on the differences between the two employers' comments.

PERSONALITY BALANCE SHEET - (B-2)

For ACTIVITY "NOTE TO THE STUDENT"

DIRECTIONS: (1) (✓) Check the employer's response in all twenty (20) areas.

(2) Return form to your teacher.

	(✓) Check Area of Importance		
	Most Important	Important	Least Important
1. Appreciation of people			
2. Approachability			
3. Cheerfulness			
4. Cooperation			
5. Courtesy			
6. Dependability			
7. Emotional stability			
8. Enthusiasm			
9. Face-to-face communication			
10. Honesty			
11. Humor			
12. Initiative			
13. Integrity			
14. Interest in people			
15. Judgment			
16. Loyalty			
17. Memory			
18. Patience			
19. Personal appearance			
20. Sincerity			

APPLICATION INFORMATION (C-2)

Check List

DIRECTIONS:
1. For activity 1 check the areas covered on the three (3) applications you received from employers.
2. Return this check sheet to your teacher.
3. Ask your teacher if you may discuss the results with your classmates.

	(✓) the area covered on each Application		
ABOUT YOURSELF	Application I	Application II	Application III
1. How old are you?			
2. Where were you born?			
3. What nationality are you?			
4. Where were your parents born?			
5. What is your father's occupation?			
6. What is your Social Security No.?			
7. Do you live at home?			
8. What is your ambition?			
9. Is your health good?			
10. What is your height and weight?			
11. How do you spend your spare time?			
12. To what clubs or societies do you belong?			
13. Have you a hobby?			
14. What books have you read recently?			
15. Are you active in religious work?			
16. Do you owe any money?			
17. Have you any home or other responsibilities that might interfere with your work here?			
18. Are you willing to work overtime if necessary?			
19. Are you solely dependent on your salary?			
20. Have you any dependents?			
21. What kind of work do you most enjoy?			
22. What are the names and addresses of three business or professional men who will vouch for your character and ability?			
ABOUT YOUR EDUCATION			
23. What schools have you attended (include grammer schools, business schools, and colleges)? Give dates of attendance. From which schools were you graduated?			
24. What courses have you taken that would prepare you for the kind of work you seek?			

ABOUT YOUR EDUCATION (Continued)	Application I	Application II	Application III
25. What extracurricular activities did you take part in?			
26. Did you hold any offices in school organizations?			
27. Do you expect to continue your education?			
ABOUT YOUR WORK SKILLS			
28. What kind of work do you consider yourself qualified to do?			
GETTING THE RIGHT JOB			
29. Can you take dictation? What system? How fast?			
30. Can you file? What systems?			
31. Do you know bookkeeping?			
32. What business machines can you operate?			
33. Is your penmanship neat and legible?			
34. What foreign languages do you read? Write? Speak?			
35. Can you write fluently, correctly, concisely, clearly, vividly?			
36. Can you write effective business letters?			
37. What other skills have you?			
ABOUT YOUR EXPERIENCE			
38. In school did you work in an office or laboratory?			
39. What jobs for pay have you held? In each case: a. What were the dates of employment?			
b. What duties did you perform?			
c. What was your salary?			
d. Why did you leave?			
e. Who was your immediate superior?			
f. How many people did you supervise?			
ABOUT THE JOB YOU WANT			
40. For what job are you applying?			
41. Why do you think you can make a success of the job?			
42. Why do you want this particular job?			
43. What salary do you expect?			
44. Were you referred to us by anyone? If not, how did you happen to come here?			

JOB APPLICATION FORM - (D-2)

For Activity 3

Date ____________________

Social Security Number ____________________

Name (Print) ____________________ (__________)(__________)
LAST FIRST MIDDLE PREFERRED NAME MAIDEN NAME

Address ____________________ Phone __________
Number and Street City, State, Zip Code Area Code Number

Last Three Addresses (List most recent former address first.)

NUMBER AND STREET	CITY, STATE, ZIP CODE	FROM	TO
		MONTH AND YEAR	MONTH AND YEAR

Position or general work area for which you are applying ____________________

Would you work: Full Time ☐ Part Time ☐ 3 Months or Less ☐ Date Available For Work __________

Specify Days and Hours, If Part Time ____________________

Have you previously applied for a position with our organization? Yes ☐ No ☐ If yes, when and where? __________

____

Were you previously employed by our companies? Yes ☐ No ☐ If yes, where? __________

Termination Date __________ Name at time of termination (Females Only) __________

List relatives in our employ ____________________

Name of acquaintances in our employ ____________________

PERSONAL & FAMILY DATA

Marital Status:
Single ________
Engaged ________ Planned Wedding Date __________
Married ________ Marriage Date __________
Separated ________ Separation Date __________
Divorced ________ Divorce Date __________
Widowed ________ Date of Spouse's Death __________

List Children:

Age	Sex

Name of Spouse ____________________ Occupation __________

If spouse is employed, by whom? __________ How long? ______ Earnings $______ Per ______

Do You Rent ☐ Own ☐ A House ☐ Apt. ☐ Mobile Home ☐ Room ☐ or Live With Relatives ☐ ?

What is the total monthly amount of your financial obligations?
(Include rent, payments on home, car, appliances, medical expenses, clothes, etc.) $ __________

Do you own a car? Yes ☐ No ☐ or are you buying a car? Yes ☐ No ☐ Make __________ Year ______

Do you have a driver's license? Yes ☐ No ☐ Driver's License Number and State of Issue __________

Has your driver's license ever been suspended or revoked? Yes ☐ No ☐ If yes, explain __________

____________________ Number of Traffic Citations in Last Three Years ______

Have you ever been arrested or convicted of any crime? Yes ☐ No ☐ If yes, explain __________

____

Number of auto accidents you have been involved in during last two years. ____________________

Have you ever been denied Fidelity Bond Coverage? Yes ☐ No ☐ If yes, explain ____________________

Are you a citizen of the United States? Yes ☐ No ☐ If no, under what type of visa are you currently here?

____

How do you spend your leisure time? ____________________

What are your favorite hobbies? ____________________

PHYSICAL & HEALTH DATA

Height: ______ Ft. ______ In. Weight: ____________ Lbs.

Are you currently under a doctor's care? Yes ☐ No ☐ If yes, explain ____________________

If no, when did you last see a doctor? ________ Reason ____________________

Date of last physical examination ____________ Purpose ____________ Result ____________ (Satisfactory or Unsatisfactory)

Are you currently taking any kind of medication? Yes ☐ No ☐ If yes, reason ____________________

Have you, during last 5 years, been confined in a: Hospital ☐ Sanitarium ☐ Mental Institution ☐ ?

Yes ☐ No ☐ If yes, list illnesses or physical conditions requiring confinements and dates of confinements ____________

____

Describe any physical limitation that you feel should be considered in job placement ____________________

____

EDUCATION & TRAINING

Circle Last Year Completed ⇨	Grade, Trade, or High School 1 2 3 4 5 6 7 8 9 10 11 12	Technical, Bus. School, College 1 2 3 4 5	Graduate School 1 2 3 4	Grade Average Last School Attended

List Every High School, Business, or Trade School and College attended	Location	Last Attended (Mo. & Yr.)	Date You Did/ Will Graduate	College Major	College Minor	Degree Received	Grades	
							Cum. Ave.	0 Sys.

Are you currently enrolled in Evening, Correspondence, or other type course study? Yes ☐ No ☐

If yes, explain ____________________

Courses Most Liked: High School (1) __________ (2) __________ (3) __________

College (1) __________ (2) __________ (3) __________

Courses Liked Least: High School (1) __________ (2) __________ (3) __________

College (1) __________ (2) __________ (3) __________

Extracurricular Activities: (Include offices held, scholarships, awards, honors received, etc.) __________

High School ____________________

College ____________________

3 CHECK SKILLS & TRAINING ACQUIRED

☐ Typing _____ WPM _____ Errors Manual ☐ Electric ☐

☐ Shorthand Dictation _____ WPM

☐ Dictaphone

☐ Adding Machine

☐ Keypunch Machine

☐ Duplicating Machine

☐ Filing

☐ Bookkeeping

☐ Accounting

☐ Mathematics

☐ Statistics

☐ Other _______________

EMPLOYMENT EXPERIENCE (Including Part-Time Work)

IT IS IMPORTANT TO YOU THAT ALL EMPLOYERS ARE LISTED AND EMPLOYED TIME RECORDED ACCURATELY

Indicate present or most recent employer first, next previous, etc.

Dates Employed	Company's Name and Address	Supervisor's Name & Position	Positions Held (Incl Promotions)	Salary (Mo)	Reasons for Leaving
FROM ___ ___ Mo Yr TO ___ ___ Mo Yr				INITIAL $ _____ FINAL $ _____	
FROM ___ ___ Mo Yr TO ___ ___ Mo Yr				INITIAL $ _____ FINAL $ _____	
FROM ___ ___ Mo Yr TO ___ ___ Mo Yr				INITIAL $ _____ FINAL $ _____	
FROM ___ ___ Mo Yr TO ___ ___ Mo Yr				INITIAL $ _____ FINAL $ _____	

(To record additional employment experience, ask receptionist for an employment record form.)

If currently employed, may your employer be contacted at this time for a reference? Yes ☐ No ☐

After completion of your education, have you ever been unemployed? Yes ☐ No ☐

If yes, give dates and reasons _______________

____

What starting salary do you expect? $ _________ per _________

4

MILITARY SERVICE DATA — UNITED STATES SERVICE ONLY

25 What is your current Selective Service Classification? _____ If 1Y or 4F state reason ____________

Have you served in the U. S. Armed Forces? Yes ☐ No ☐ What Branch of Service? ____________

Date Entered Service ________ Date Discharged/Separated ______ Rank When Discharged/Separated ____________

Are you receiving Pension or Disability Income? Yes ☐ No ☐ If Yes, $ _____ per _____ Type of discharge ________

Are you presently a member of the Armed Forces Reserve? Yes ☐ No ☐ National Guard? Yes ☐ No ☐

Period of Enlistment __________ To __________ Do you participate in yearly training camp or cruise? ________

This information is correct and true to the best of my knowledge.

Applicant's Signature ____________________

THIS SECTION TO BE COMPLETED BY APPLICANTS FOR TRAINEE & MANAGEMENT POSITIONS
(Includes Field Claims Positions)

In what geographical area would you prefer to live? ____________ Alternate ____________

Are you and your spouse willing to live wherever the companies may assign you to work? ____________

Do you or your spouse have objections to a position requiring work outside the hours of the usual business day? ________

List Professional and Business Organizations to which you belong ____________

References (Do not list relatives)

List below the name of four or more persons who would be willing to answer a reference inquiry from our organization in your behalf:

NAME	ADDRESS (Indicate street, city, state and zip code.)	OCCUPATION

THIS SECTION TO BE COMPLETED BY THOSE APPLICANTS WITH LAW TRAINING

Are you admitted to the Bar? ____________ In what State(s)? ____________

Why did you study law and take bar examination? ____________

Have you practiced law? ____________ How long? ____________

Where? ____________ Associated with whom? ____________

Reasons for discontinuing Law Practice ____________

POST TEST (Part 2)

Job Application Form

This test can be taken: (Check one ✓) ______ Orally ______ In Writing

A. Need-to-know Items:

Your Zip Code ______________________ Your birth date ________________

Where born ______________________________ Citizen ________________

Social Security No. __________ Do you have a Soc. Sec. Card? ___Yes ___No

Present Address ______________________________ Phone No. __________

Previous Address ____

Driver's Lic. No. ______________ Height ______ Weight ______ Age _____

B. Schools Attended:

Name	Date Entered	Date Left	No. Months	Diploma

Special Schools Attended: (Dance, Mountain Climbing, etc.)

Name	Date	No. Weeks

C. Organizations and Clubs:

Scouts/Camp Fire Girls, etc. ____________________________________

____

D. Hobbies:

____

____

Special Skills

____

____

Continued on next page

POST TEST (Part 2) Continued

E. References: (List 3 to 5)

Name	Address	Phone No.

F. Previous Employment or Work Experience (Supervisor or Employer)

Name of Company	Name of Supervisor	Address	Phone

Teacher Response:

Student Name: ______________________________

_______ Pass - Congratulations!!

_______ Please contact me for explanation of your test results.

PRE-TEST (Part 3)

How To Find A Job

This test can be taken: (Check one ✓) ____ Orally ____ In Writing

What are the six (6) ways to find a job?

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

Teacher Response:

Student Name: ______________________________

_______ Pass - (Congratulations, you may start the next section).

_______ Fail - Start the Activities listed in this section.

LEARNING ACTIVITIES FOR HOW TO SEARCH FOR AND FIND A JOB

DIRECTIONS: Select one (1) Activity or one (1) Alternative. You may answer the questions orally or in writing.

ACTIVITY 1

List four (4) jobs you think you would like to explore.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

Using the telephone book, identify the companies offering the job you stated you would like to explore.

Call for an interview and visit or telephone the Personnel Department of one of the identified companies offering your job interest areas.

Obtain the answer to the JOB INTEREST QUESTIONNAIRE (E-3), Page 23.

ACTIVITY 2

Contact the Human Resources Development (HRD), private employment agencies, or Union Hall (if job falls within their jurisdiction) and obtain answers listed on the JOB INTEREST QUESTIONNAIRE (E-3). Return results to your teacher.

ACTIVITY 3

Organize a student-employer-teacher panel and make a class presentation covering the topics of: What are the needs and qualifications for society's future labor markets?; How can a student generally prepare himself for the World of Work while in high school?

ACTIVITY 4

Gather five (5) newspaper employment ads covering job opportunities that interest you.

Contact the newspaper employment advertiser and fill in the answers to the JOB INTEREST QUESTIONNAIRE (E-3), Page 23.

LEARNING ACTIVITIES FOR HOW TO SEARCH FOR AND FIND A JOB

(Continued)

ACTIVITY 5

Design a bulletin board on WHERE TO LOOK FOR A JOB. Use the following resources for backgroud materials and information:

HRD
Telephone Book
Newspaper
Counselors
Friends
Parents
Private Employment Agency

ALTERNATIVE ACTIVITIES

ALTERNATIVE ACTIVITY 1

Develop and present an oral presentation of ten (10) minutes on HOW TO FIND A JOB to your classmates.

ALTERNATIVE ACTIVITY 2

Arrange for a speaker from HRD or private employment agency to speak on HOW TO FIND A JOB. Set up all chairs, audio visual equipment. Request the speaker to bring forms and information for all of your classmates. Consult with your teacher about inviting other nonclass students during the presentation.

ALTERNATIVE ACTIVITY 3

Compose a personal resume or tape record covering the following areas:

1. Personal Information
2. Job Objective
3. Education
4. Nonacademic Activities
5. Work Experience
6. References

   (You may use the PERSONAL DATA SHEET MODEL (F-3) Page 24 as a guide).

JOB INTEREST QUESTIONNAIRE - (E-3)

For Activity 1, 2, and 4

DIRECTIONS: Write or type the answers to the following questions from the company personal interview.

1. What is the minimum age requirement of employment with your company?

____

2. What minimum educational background must you have?

(✓) Check one
______8th Grade Education
______High School Education
______College Education

3. What is the starting salary for the job of ______________________________
(Fill in your job interest.

4. What employment skills are required in your area of job interests?

A. ______________________________ C. ______________________________
B. ______________________________ D. ______________________________

5. What is the future employment opportunities for my job interest?

(✓) Check one
______Little opportunity for future job needs.
______Not sure.
______Great opportunity for future job needs.

6. What is the wage range for:

A. Beginners $______________
B. Experienced Personnel $______________

7. What high school courses would help me gain salable skills in the job area?

A. ______________________________
B. ______________________________
C. ______________________________
D. ______________________________

PERSONAL DATA SHEET MODEL (Part F-3)

For Alternative Activity 3

Donald McLeod
3908 Cooper Drive
Pittsburgh, California 92705
Telephone: (312) 543-2718

Personal Information

Date of Birth:	February 8, 1952	Height:	5 feet, 9 inches
Marital Status:	Single	Weight:	153 pounds
		Health:	Excellent

Job Objective

I wish to secure a position in the area of selling which, through experience and training, will lead to a future position in the field of sales management.

Education

High School: Center Valley High School, Pittsburgh, California.
Date of graduation: June, 1971.

Major: Salesmanship and Merchandising

Class Rank: Upper fifth in a class of 203

Technical Skills: Typewriting speed, 50 wpm; office machines training; read and write German.

Nonacademic Activities

Treasurer, Senior Class
Vice President, Future Business Leaders of America
National Honor Society
Editor, The Recall, yearbook

Work Experience

Oliker Brothers, 7452 Orleans Avenue, Pittsburgh, California
Salesperson in men's ready-to-wear
On-the-job work experience during school year, 1968-69

Stew's Auto Service, 309 West Broad Street, Mt. Lebanon, California
Attendant during summers, 1967 and 1968

References

Mr. Harold Bauder, Manager, Oliker Brothers, 7452 Orleans Avenue, Pittsburgh, California, 321-9001

Mr. Donald Barto, Retailing Coordinator, Center Valley High School, Pittsburgh, California 92708, 293-8998

POST TEST (Part 3)

How to Find A Job

This test can be taken: (Check one ✓) _____ Orally _____ In Writing

What are six (6) ways to find a job?

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

Teacher Response:

Student Name: ______________________________

_______ Pass - Congratulations!!

_______ Please contact me for explanation of your test results.

PRE-TEST (Part 4)

Identifying Requirements For The Job You Want

This test can be taken: (Check one ✓) _____ Orally _____ In Writing

1. List the physical requirements that most employers consider when interviewing a student for a job.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

2. What grooming factors do most employers consider when interviewing a job candidate for the first time?

A. ______________________________

B. ______________________________

C. ______________________________

Teacher Response:

Student Name: ______________________________

_______ Pass - (Congratulations, you may start the next section).

_______ Fail - Start the Activities listed in this section.

LEARNING AND RESOURCES FOR
IDENTIFYING REQUIREMENTS FOR THE JOB YOU WANT

DIRECTIONS: Select one (1) Activity or one (1) Alternate. You may answer the questions orally or in writing.

ACTIVITY 1

Interview three (3) employers who hire in the fields of your interest. Identify and determine the company's clothing/grooming requirements for employment. Use the JOB DRESS AND GROOMING CHECK LIST (G-4), Pages 30 and 31, for recording your responses.

ACTIVITY 2

Design a bulletin board on the topic of Grooming and Clothing Basic Requirements for Employment.

ACTIVITY 3

Prepare a booklet about yourself, entitled "Physical Me." Use a separate page for each of the following topics:

a. My health:
My general health; physical endurance; eating habits, daily exercise; hours of sleep; condition of my eyes; dental care needed; medical care needed. My plans for better health.

b. My posture:
How do I hold my head? How do I hold my shoulders? How do I place my feet when standing? My plans for better posture.

c. My grooming:
My washing and bathing habits; care of my hair; care of my face, hands, and nails. My plans for better grooming.

d. My clothing:
Is my clothing clean? Is it in good repair? Is it appropriate? Include an inventory of your outer clothing that is suitable for businessmen or businesswomen. What additions are necessary?

e. My voice:
Is my voice too loud? Is it pitched too high? Is it distinct? My plans to improve my voice.

f. My mannerisms:
What unpleasant mannerisms or nervous habits do I have? How I plan to overcome them.

ACTIVITY 3 (Continued)

On a separate sheet grade yourself frankly according to the rating scale presented below.

QUALITY	PERFECT SCORE	MY SCORE
Health	25	
Posture	15	
Grooming	15	
Clothing	15	
Voice	15	
Mannerisms (Absence of)	15	
TOTAL	100	

Discuss the results with your teacher.

ALTERNATIVE ACTIVITIES

ALTERNATIVE ACTIVITY 1

Cut out and paste on a sheet of 8½ x 11" paper three (3) pictures of illustrations that you feel are good examples of a person that is properly dressed to go job hunting.

ALTERNATIVE ACTIVITY 2

Cut out and paste on a sheet of 8½ x 11" paper three (3) pictures or clippings of three (3) people who are too poorly dressed to go job hunting.

ALTERNATIVE ACTIVITY 3

(Girls only) - Choose pictures and make a paste-up sheet as above that will show good grooming for each of the items listed on the next page.

ALTERNATIVE ACTIVITY 3 (Continued)

1. Lipstick
2. Eye Makeup
3. Nail Polish
4. Hair Styles
5. Eyeglasses
6. Jewelry
7. Clothes
8. Shoes
9. Accessories

(Boys only) - Choose a picture and paste-up sheet as above that will show good grooming for each of the items listed below:

1. Hair Style and length
2. Clothing
3. Shoes

ALTERNATIVE ACTIVITY 4

Return this assignment to your Work Experience Teacher in order to receive credit.

JOB DRESS AND GROOMING CHECK LIST - (G-4)

For Activity 1

DIRECTIONS: Check (✓) the job career area you are interested in:

BUSINESS AREAS

____Accounting
____Clerical
____Computer
____Data Processing
____Merchandising
____Secretarial
____Warehousing & Packing

HEALTH SERVICES

____Dentistry
____Dental Assistant
____Dietetics
____Laboratory Technician
____Medicine
____Nursing
____Occupational Therapist
____Physical Therapist
____Veterinarian

SOCIAL SERVICE AREAS

____Medical Social Worker
____Pre-school Child Care
____Recreation Worker
____Teaching-Nursery, Elementary, Junior High

TECHNICAL & MECHANICAL

____Auto Mechanics
____Carpentry
____Drafting
____Electricity
____Electronics
____Engineering
____Photography
____Printing
____Radio Communications

MISCELLANEOUS

____Art
____Drama
____Horticulture
____Law
____Law Librarian
____Meteorology
____Police Science
____Other

____

____

____

What are the dress requirements stated by the employer in the above job interest areas checked (✓)? (Check appropriate responses).

(Girls only):

A. Clothing:

___Dress
___Dress Suit
___Pant Suits
___Culottes
___Hot Pants
___Mini Skirts
___Maxi Skirts
___Doesn't care

B. Eye Makeup:

___Heavy
___Light
___Dark
___Doesn't Care

C. Nails:

Length and color

____

One sentence-employer response.

JOB DRESS AND GROOMING CHECK LIST - (G-4) Continued

D. Shoes:

___Safety Shoes
___Regular Shoes
___Sneakers
___Doesn't Care

E. Hair Style:

____

One sentence - employer response

F. Health Requirements:

____

One sentence - employer response

G. Accessories:

____

One sentence - employer response

(Boys only):

A. Clothing:

___Suits
___Sport Clothes
___Overalls
___Doesn't care

B. Hair Style:

___Long Hair
___Short Hair
___Doesn't care

C. Shoes:

___Safety Shoes
___Regular Shoes
___Sneakers
___Sandles
___Doesn't care

D. Health Requirements

____

One sentence - employer response

POST TEST (Part 4)

Identifying Requirements For The Job You Want

This test can be taken: (Check one ✓) _____Orally _____In Writing

1. List the physical requirements that most employers consider when interviewing a student for a job.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

2. What grooming factors do most employers consider when interviewing a job candidate for the first time?

A. ____________________

B. ____________________

C. ____________________

Teacher Response:

Student Name: ____________________

_______ Pass - Congratulations!!

_______ Please contact me for explanation of your test results.

Key for Test - (Part 1)

Social Security Procedures

This test can be taken: (Check one ✓)

___ Orally

___ In Writing

A. List four (4) benefits that Social Security can give you.

1. Receive income when retiring
2. Receive disability income
3. Receive Medicare-Health Insurance
4. Receive Survivors Insurance

B. Is having a full-time job a requirement for obtaining a Social Security Number and Card?

___ Yes

X No

C. Who pays the cost of Social Security benefits?

1. Employer
2. Employee

D. List the requirements for obtaining a Social Security Number and card.

1. Must visit the Department of Social Security.
2. Must know birth place and date.
3. Must know mother's and father's full name at time of their birth.
4. Must know mother's and father's place of birth.

Key for Test - (Part 2)

Job Application Form

NOTE: The teacher may use his own expertise in filling out this form.

This test can be taken: (Check one ✓) ______ Orally ______ In Writing

A. Need-to-know Items:

Your Zip Code ____________________ Your birth date ________________

Where born ___________________________ Citizen ________________

Social Security No. __________ Do you have a Soc. Sec. Card? ____Yes ____No

Present Address ___________________________ Phone No. __________

Previous Address ____

Driver's Lic. No. ______________ Height ______ Weight ______ Age _____

B. Schools Attended:

Name	Date Entered	Date Left	No. Months	Diploma

Special Schools Attended: (Dance, Mountain Climbing, etc.)

Name	Date	No. Weeks

C. Organizations and Clubs:

Scouts/Camp Fire Girls, etc. ______________________________________

____

D. Hobbies:

____

____

Special Skills

____

____

Continued on next page

E. References: (List 3 to 5)

Name	Address	Phone No.

F. Previous Employment or Work Experience (Supervisor or Employer)

Name of Company	Name of Supervisor	Address	Phone

Key For Test - (Part 3)

How to Find A Job

This test can be taken: (Check one ✓) _____ Orally _____ In Writing

What are six (6) ways to find a job?

1. Newspapers - Classified Ads

2. Employment agencies, public and private

3. Friends and neighbors

4. School counselor and Work Experience Teachers

5. State Employment Service

6. Cold Canvassing

Key for Test - (Part 4)

Identifying Requirements For The Job You Want

This test can be taken: (Check one ✓) ____Orally ____In Writing

1. List the physical requirements that most employers consider when interviewing a student for a job.

   A. Health

   B. Posture

   C. Grooming

   D. Clothing

   E. Voice

2. What grooming factors do most employers consider when interviewing a job candidate for the first time?

   A. Physical Hygiene

   B. Clothing

   C. Hair Style

LAP Prepared By: Tony Thele

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.2 Understand the rules, regulations, procedures and practices related to employee wages, wage deductions, benefits and working conditions.

Performance Objective: 5.2.1 Give evidence of knowledge and understanding of the rules, regulations, procedures and practices that are important to employees.

NOTE TO THE STUDENT

By the time you complete this LAP you will have a basic understanding of four of the major areas of employee benefits and practices:

1. Workmen's Compensation
2. Social Security
3. Industrial Welfare Work Orders
4. Credit Union

RATIONALE

This LAP is designed to inform employees about the rules, regulations and practices that govern most employment. For an employee to benefit from these facets of their employment, they must be aware of their existence and characteristics.

DIRECTIONS

You are required to complete all of the activities in this LAP. Every student is to take the pre-test and regardless of his score, he should complete the LAP. Submit the LAP to your work experience education coordinator when you have completed it.

PRE-TEST

Pre-test instructions: The pre-test is required of all students and will serve as a guideline to information you should learn by taking this LAP. All students will be required to complete this LAP regardless of the score they earn on the pre-test. When taking the pre-test, write true on the space preceding the statements you feel are correct and false for those you feel are not correct.

_____ 1. Any uniform which is of distinctive color or design and is required by the employer must be supplied and maintained by the employer.

_____ 2. An employer may not penalize an employee for a cash shortage, breakage or loss of equipment unless it can be shown the loss was caused by willful act, dishonesty or negligence.

_____ 3. A special minimum wage rate of $1.35 per hour may be paid to minors and student workers.

_____ 4. Industrial welfare work orders are generally posted in the payroll department.

_____ 5. Industrial welfare work orders are written to apply equally to men, women and minors.

_____ 6. An employer may be severely penalized if he illegally employees a minor under 16 years of age and the minor is injured.

_____ 7. In some cases, workmen's compensation law provides an injured worker retraining for an entirely different occupation that may be completely unrelated to the present job station requirements.

_____ 8. Employees are required to report only those injuries which appear to be of a serious nature.

_____ 9. Cash received as a result of workmen's compensation benefits is taxed at the lowest possible rate.

_____10. It generally costs more to borrow from a credit union than from a bank, but it is much easier.

_____11. Generally speaking, credit unions only loan money in small amounts.

_____12. A good advantage of a credit union is that you can deposit money, but they do charge a very high rate of interest if you need to borrow money.

_____13. Any person can be a member and deposit money at a credit union.

_____14. When your father reaches retirement age and receives old age benefits, you can also receive benefits if unmarried and under 18 years of age.

_____15. A person who reaches retirement age in or after 1971 will need to work ten years to be eligible for social security retirement benefits.

_____16. A girl should report to the social security administration when she marries to have her card changed to reflect her new name.

_____17. Workmen's compensation insurance is paid by the employer and provides benefits for employees injured on the job.

_____18. Employers are required by law to pay one-half of the amount that is paid into your social security account.

_____19. A worker cannot receive benefits under social security until he is 65 years of age.

_____20. When an employee is injured on the job, he is required to go to the company's doctor.

NOTE: Check your answers by using the scoring key on the following page.

Please remember, regardless of how well you do on the pre-test, you are still required to finish the LAP.

PRE-TEST SCORING KEY

1. True
2. True
3. True
4. False
5. False
6. True
7. True
8. False
9. False
10. False
11. False
12. False
13. False
14. True
15. True
16. True
17. True
18. True
19. False
20. False

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1
YOUR SOCIAL SECURITY

Instructions: Because nine out of ten working people in the United States are building protection in retirement for themselves and their families under the social security program, it would seem important that we understand as much as possible about this subject. The information gained will help us to understand what happens to the amount of money that is deducted from our paychecks each month for social security tax. Questions below and on the following page refer to the reference listed below. Obtain the references with your LAP and use it to determine the correct answers. Be sure to refer to the references constantly to insure you have obtained the correct information.

Reference: Your Social Security
Social Security Benefits for Students 18-22
Social Security Administration
Washington D.C.

1. Express in your own words what you feel is the basic idea of old-age and survivors' insurance under the social security law.

2. Under what conditions can a child of a retired insured worker or and insured worker who has died receive a child's benefits?

3. What is the definition of this term, DISABLED?

4. Persons who retire after 1991 will need to work ten or more years to be eligible for old-age payments. This can also be figured as 40 quarters of employment. Explain how the details of this statement can be applied to your retirement.

5. What is the relationship between vocational rehabilitation and social security disability benefits?

6. Briefly explain the benefits available and the qualifications necessary to receive the following:

   a. Old age benefits: ____________________

   b. Survivors' benefits: ____________________

   c. Disability insurance: ____________________

7. The payment social security taxes is shared equally between you, through payroll deduction and by your ____________________.

   This tax is paid directly to ____________________.

ACTIVITY #2
CREDIT UNIONS

Instructions: A credit union is generally organized and administered by employees such as yourself. The more active the shareholders and the directors, the more benefits you can receive as a result of your association with that organization. As you read through the references and complete this activity, you should be thinking of how you fit into a "credit union picture." When you have answered the questions and checked them against the references for accuracy, you will have completed this learning activity.

References: You - Your Money - Your Credit Union
What Everyone Should Know About Credit Unions
Cuna Supply Coop., Madison, Wisconsin

1. What is a credit union? ______________________________

2. Many persons question whether their savings will be safe when deposited in a credit union. What are some of the built-in safeguards of credit unions? ______________________________

3. What do the members of a credit union generally have in common?

4. What is Loan Protection Insurance that is provided for credit union members? ______________________________

5. Most cities have chartered credit unions in their area. Visit an actual credit union and obtain the following information:

   a. What is the official name of the credit union? Address?

   ____

   ____

   b. Who is eligible for membership? ______________________

   ____

   c. Why do members generally borrow money? For what purpose?

   ____

   ____

   ____

ACTIVITY #3
INDUSTRIAL WELFARE WORK ORDERS

Instructions: These orders are posted in practically all places where persons are employed in the State of California. These orders are written by a state agency primarily for the benefit of minors and all female workers. All of the questions on the next two pages will refer to the actual welfare work order supplied with this LAP. By answering these questions you will be able to understand your rights and obligations that are regulated by industrial welfare. As you answer the questions that follow be sure to check your answers against the work order to insure the correctness of your responses.

Reference: Industrial Welfare Work Orders
California Division of Industrial Welfare
819 Forum Building, Sacramento

1. No female employee shall be required to lift or carry any object weighing in excess of ______ lbs., except by special permit.

2. Explain how the regulations governing employers and employees pertain to meal periods. ______________________________

   ____

   ____

3. A few words are defined on each welfare order. Define the following terms as they apply to the orders:

   a. Minor: ______________________________

      ____

   b. Employee: ______________________________

      ____

   c. Hours of work: ______________________________

      ____

   d. Employer: ______________________________

      ____

   e. Meal: ______________________________

      ____

4. Industrial welfare work orders are generally posted in what typical kind of area? ______________________________

5. What happens if an employee is required to report for work and does report, but is not put to work after arriving? ______________________________

6. What is a "split shift?" ______________________________

7. How do the work orders specifically provide for rest periods for employees? ______________________________

8. Industrial welfare work orders are specifically written to protect the rights of ______________ and ______________.

ACTIVITY #4
INDUSTRIAL WELFARE WORK ORDERS

Instructions: This is one of the most important sections of this LAP. Each of us who works runs the risk of a job-connected injury. It is extremely important that we know as much as possible about this subject. Use the reference indicated below in completing this LAP.

Reference: The Workmen's Compensation Law,
Division of Industrial Accidents
State of California
Sacramento (rev. 2/70)

1. What is an industrial injury? ____________________

2. What should you do if you are injured while on the job?

3. The basic purpose of the California Workmen's Compensation law is to: ____________________

4. Most persons who work may collect benefits if they suffer an industrial injury. However, some are not covered by compensation laws. The following groups of workers are not covered by California Workmen's Compensation laws:

5. List and explain six types of penalties that may be brought against the employer or an employee.

a.______________________________________

b.______________________________________

c.______________________________________

d.______________________________________

e.______________________________________

f.______________________________________

6. Explain the difference between temporary and permanent disability.

Temporary:______________________________________

____

Permanent:______________________________________

____

7. The principle types of benefits under Workmen's Compensation laws are as follows:

a.______________________________________

b.______________________________________

c.______________________________________

8. What is meant by rehabilitation services under Workmen's Compensation?

____

____

____

POST TEST

Instructions: The following true-false questions pertain to fringe benefits that are provided or are available for employees. After completing this LAP you should be able to answer 15 out of the 20 questions correctly. Mark your answers in the space provided preceding each statement. Put a "T" if you believe the statement is correct or an "F" if the statement is false.

_____ 1. Any uniform which is of distinctive color or design and is required by the employer must be supplied and maintained by the employer.

_____ 2. An employer may not penalize an employee for a cash shortage, breakage or loss of equipment unless it can be shown the loss was caused by willful act, dishonesty or negligence.

_____ 3. A special minimum wage rate of $1.35 per hour may be paid to minors and student workers.

_____ 4. Industrial welfare work orders are generally posted in the payroll department.

_____ 5. Industrial welfare work orders are written to apply equally to men, women and minors.

_____ 6. An employer may be severely penalized if he illegally employees a minor under 16 years of age and the minor is injured.

_____ 7. In some cases, workmen's compensation laws provides an injured worker retraining for an entirely different occupation that may be completely unrelated to the present job station requirements.

_____ 8. Employees are required to report only those injuries which appear to be of a serious nature.

_____ 9. Cash received as a result of workmen's compensation benefits is taxed at the lowest possible rate.

_____10. It generally costs more to borrow from a credit union than from a bank, but it is much easier.

_____11. Generally speaking, credit unions only loan money in small amounts.

_____12. A good advantage of a credit union is that you can deposit money, but they do charge a very high rate of interest if you need to borrow money.

_____13. Any person can be a member and deposit money at a credit union.

_____14. When your father reaches retirement age and receives old age benefits, you can also receive benefits if unmarried and under 18 years of age.

_____15. A person who reaches retirement age in or after 1971 will need to work ten years to be eligible for social security retirement benefits.

_____16. A girl should report to the social security administration when she marries to have her card changed to reflect her new name.

_____17. Workmen's Compensation Insurance is paid by the employer and provides benefits for employees injured on the job.

_____18. Employers are required by law to pay one-half of the amount that is paid into your social security account.

_____19. A worker cannot receive benefits under social security until he is 65 years of age.

_____20. When an employee is injured on the job, he is required to go to the company's doctor.

NOTE: Check your answers by using the scoring key on the following page.

POST TEST SCORING KEY

1. True
2. True
3. True
4. False
5. False
6. True
7. True
8. False
9. False
10. False
11. False
12. False
13. False
14. True
15. True
16. True
17. True
18. True
19. False
20. False

LAP Prepared By: Tony Thele

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.2 Understand the rules, regulations, procedures and practices related to employee wages, wage deductions, benefits and working conditions.

Performance Objective: 5.2.2 Apply what you have learned under Performance Objective 5.2.1 to your present work assignment and your future career plans.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to understand the regulations and fringe benefits that are available or required for employees and apply these to your present work assignment and your future career plans.

RATIONALE

This LAP is designed to help you understand the benefits that are provided and are available for you. The LAP is also designed to assist you in understanding why deductions are made from your paycheck and how they will be applied to your future welfare.

DIRECTIONS

You are required to complete all of the activities in this LAP. Every student is to take the pre-test and regardless of his score he should complete the LAP. Submit the LAP to your work experience education coordinator when you have completed it.

PRE-TEST

Directions: The following true-false questions pertain to fringe benefits that are provided for employees. All students will be required to complete this LAP regardless of the score they earn on the pre-test. When taking the pre-test, write true on the space preceding the statements you feel are correct and false for those you feel are not correct.

_____ 1. Disability benefits under social security can begin soon after the disability occurs regardless of the age of the person insured.

_____ 2. Social security withholding payments are made only by employers.

_____ 3. Unemployment compensation is financed by employers through a tax on payrolls.

_____ 4. If a person purposely makes a false statement or fails to report an important fact on an unemployment claim, he may be punished by either a fine or imprisonment, both.

_____ 5. All current earnings must be reported when a claim is submitted for unemployment compensation.

_____ 6. Disadvantaged persons are assisted by HRD and are referred to jobs for which they are qualified.

_____ 7. HRD makes special efforts to assist persons who are physically or mentally handicapped to find employment.

_____ 8. The Department of Human Resources Development does not place minors on jobs.

_____ 9. If you apply for unemployment compensation and there is a job opening for which you qualify, you may be sent to an employer for a job interview.

_____10. Unemployment compensation claims for benefits are accepted only during periods of high unemployment.

_____11. A new social security number is issued to a girl when she files to have her name changed on her card when she marries.

_____12. Under certain circumstances an employee may receive a permanent disability rating under workmen's compensation and could receive a pension for the remainder of his life.

_____13. Employers who do not carry insurance for workmen's compensation may be penalized for not carrying this type of insurance.

_____14. An application for workmen's compensation benefits can be filed anytime up to two years from the date of injury.

_____15. Medical attention provided by your personal medical doctor is not an allowable cost under workmen's compensation.

NOTE: Turn to the pre-test key on the next page and return to the test to determine your correct answers. This test should be used as a guide in completing the activities of this LAP.

PRE-TEST SCORING KEY

1. True
2. False
3. True
4. True
5. True
6. True
7. True
8. False
9. True
10. False
11. False
12. True
13. True
14. False
15. False

LEARNING ACTIVITIES AND RESOURCES

ACTIVITY #1
WORKMEN'S COMPENSATION

Ask your employer what his Workmen's Compensation Insurance rate is for three (3) different job classifications, including your assignment. List these classifications with their corresponding rates. Your employer should be able to explain the reasons for any variations that exist in rates for different job classifications.

1. Classification________________________________ Rate____________

2. Classification________________________________ Rate____________

3. Classification________________________________ Rate____________

Utilize the enclosed form, Supervisor's Report of Accident, on page 6, to role-play reporting an accident. Assume you are a department supervisor. One of your classmates is role-playing that he has been injured on the job, while a member of your department. Complete the Supervisor's Report of Accident.

Now, role-play another aspect of accident reporting. You are the day-shift foreman. You have received the Supervisor's Report of Accident, completed in the previous paragraph.

Use the Employer's Report of Industrial Injury on pages 7 and 8 to gather the information necessary to report the accident to the State Compensation Insurance Fund. Since this is a hypothetical situation, you will need to obtain additional information from your classmates that would normally be available from the personnel department of the firm where you are employed.

This form is normally completed and submitted in duplicate to the State Compensation Insurance Fund within 24 hours of the time the accident occurred.

Answer the three (3) questions on page 9 to illustrate what you learned about Workmen's Compensation rates as a result of this assignment.

Complete the two official state forms, Supervisor's Report of Accident, and Employer's Report of Industrial Injury. Retain these completed forms in your LAP. This experience should also make you more conscious of accidents and their causes.

SUPERVISOR'S REPORT OF ACCIDENT

Employer____

Name of injured____

Age_______ Married__________ Occupation______________________

Date of Accident__________________ Hour__________ A.M. P.M.

Nature of injury____

____

Who gave first aid, if any?__________________________________

Name and address of physician_______________________________

____

Did injured leave work?_______ Date_______ Time______ A.M. P.M.

Did injured return to work?____ Date_______ Time______ A.M. P.M.

Was injured acting in regular line of duty?______________________

Witnesses:____

Where and how did accident occur?_____________________________

____

____

____

____

____

____

____

What steps have been taken to prevent a similar accident?________

____

____

____

____

____

Date________________________ __________________________

Supervisor's Signature

STATE COMPENSATION INSURANCE FUND
525 Golden Gate Avenue
San Francisco, California

Form 78

STATE COMPENSATION
INSURANCE FUND

SEND TWO COPIES TO
P.O. Box 100
Stockton, CA 95201

Telephone: (209) 466-4242
1401 N. Hunter Street

1. This form of report is required by the Department of Industrial Relations, Division of Labor Statistics and Research. Send in DUPLICATE to STATE COMPENSATION INSURANCE FUND, who will report to the Division for you. Make and retain a copy for your file.
2. FATAL or SERIOUS injuries must be reported IMMEDIATELY by telephone or telegraph and on this form in DUPLICATE to the STATE COMPENSATION INSURANCE FUND, who will report to the Division of Labor Statistics and Research as required of you by law.

EMPLOYER'S REPORT
OF
INDUSTRIAL INJURY

State of California
Department of Industrial Relations
Division of Labor Statistics & Research

EMPLOYER

Division

1. Name ______
(What dept. employed injured? Give details) ______
2. Office address ______ Tel. No. ______
(No. & street) (City)
3. To what fund on auditor's books were injured's wages charged? ______

INJURED EMPLOYEE

Social Security No. ______

4. Name: First ______ M.I. ____ Last ______ Phone: ______
5. Address: (Street) ______ (City) ______ Zip ______
6. Age ______ 7. Sex (✓) Male ____ Female ____ 8. Married ______
Single ______
9. Worked ___ hrs. per day for ____ days per week. 10. Rate of pay when injured: ______
11. If board, lodging, or other advantages furnished in addition to wages, give estimated value $_____ per day, or $ _____ per week.

ACCIDENT

12. Place of accident Street ______ City ______ County ______
13. On employer's premises? ______ 14. Department ______
15. Date of accident ______ 16. Hour of day ______ A.M./P.M.
17. Did injury result in disability beyond day of accident? ______
18. If yes, give date last worked ______ 19. Was injured paid in full for this day? ______ 20. If injured in a mine, check (✓) accident location: Surface ______ Mill ______ Underground ______ Shaft ______

CAUSE OF ACCIDENT

21. Occupation (Job title) ______ 22. How long employed by you at this occupation? (Check) Less than 6 mo. ___ 6 mo. to 2 yrs. ______ over 2 yrs. ____ 23. What was employee doing when accident occurred? (Describe briefly): ______
24. How did accident happen? (Describe fully): ______
25. What machine, tool, substance or object was most closely connected with the accident? (Name specifically): ______

Every question must be answered fully to avoid further correspondence. FAILURE TO FILE IS A MISDEMEANOR OR SUBJECT TO MAXIMUM FINE OF $100. (Labor Code)

Do Not Write In This Column

Case No.

Employer No.

Industry

Age

Sex & Marital Status

Weekly Wage

County

Accident Date

Occupation

Accident Type

Agency

Agency Part

Mech. Defect

Unsafe Act

EMPLOYER'S REPORT
OF INDUSTRIAL INJURY (Continued)

26. If mechanical apparatus or vehicle, what part of it? (State if gears, pulley, etc.) ____
27. Were mechanical guards, or other safeguards provided? ____
28. Was injured using them? ____
29. What do you recommend for preventing this type of accident? (State the specific preventive measures that can be taken by employer and workers. Do not say, "By being more careful." Specify what should or should not be done.) ____

NATURE OF INJURY AND PART OF BODY AFFECTED

30. (Describe in detail the nature of the injury and the part of the body affected. For example: amputation of right index finger at second joint, fracture of ribs, lead poisoning, etc.) ____
31. Name and address of physician ____
32. Name and address of hospital ____
33. Has employee returned to work? ____ 34. If yes, give date ____
35. At what wages? $____ per ____ 36. Did injury result in death? ____ 37. If yes, give date ____
38. In case of death, give name and address of nearest relative ____

39. On reverse side, list names and addresses of witnesses.
40. Check (✓) whether injured was in your direct employ ____ or employed by contractor ____. (If contractor, give details of employment relationship on reverse side.)
41. Was injured acting in course of employment? ____ 42. Last date for which injured was paid ____
43. Date you were informed of injury ____ 44. Was another person responsible? ____ (If yes, give on reverse side his name, address, liability carrier, names and addresses of witnesses and details.)

Personal Defect
Nature of Injury
Location
Extent of Injury
Insurance Carrier
Report Lag
Coded By

USE REVERSE SIDE FOR
FURTHER PARTICULARS

Signed by ____
Report must be signed in ink by
an Authorized Officer

Title ____ Date ____

PLEASE REPORT ALL INJURIES (No matter how trivial) WITHIN 24 HOURS. BENEFITS CANNOT BE PAID WITHOUT THIS REPORT. DO NOT WAIT FOR DOCTOR'S REPORT.

FILING OF THIS REPORT IS NOT AN ADMISSION OF LIABILITY

QUESTIONS PERTAINING TO WORKMEN'S COMPENSATION

1. What procedure is used to file a claim for compensation under Workmen's Compensation Insurance?

____

____

____

____

2. Why do Workmen's Compensation Insurance rates vary from one job classification to another?

____

____

____

____

3. List three (3) situations which may result in an employer being penalized as a result of an injury on the job.

a. ____

b. ____

c. ____

ACTIVITY #2
SOCIAL SECURITY ADMINISTRATION

This agency is a federal agency and is responsible for administering the program entitled OASDI as well as a retirement system. The abbreviation stands for Old Age Survivor's Disability Insurance. You are required to visit the local office of the social security administration. Ask an interviewer to discuss the benefits of this program as they pertain to RETIREMENT and DISABILITY INSURANCE. Write a brief report of the information you have gained on Form #1 below.

FORM #1
(To be used with Activity #2)

1. Retirement: ____________________

____

____

____

____

____

2. Disability Insurance: ____________________

____

____

____

____

____

ACTIVITY #3
UNEMPLOYMENT INSURANCE

Resource: Department of Human Resources Development

Visit the nearest office of Human Resources Development. Report to the unemployment insurance section and request a counseling interview with the employment counselor. Ask for detailed information related to the completion of an application for unemployment compensation and practices relating to how compensation is received upon approval of a claim.

While visiting this department, request information pertaining to the functions of the whole department and their responsibilities that are carried out as a state agency.

You will discover the HRD Department has many responsibilities that relate to the labor market and labor market information.

To assist you in this activity, four questions are provided. On Form #2 on page 12 answer these questions in your own words. This activity will assist you in remembering the duties played by HRD, as well as providing an introduction to this agency.

FORM #2
(To be used with Activity #3)

QUESTIONS CONCERNING HRD

1. How is unemployment insurance compensation financed?

2. How can HRD assist you to determine what type of job you are best suited for?

3. What services are provided for a person seeking employment?

4. Who is not covered by the unemployment compensation program at HRD?

ACTIVITY #4
SOCIAL SECURITY

Write in your social security number in the following spaces:

_____-____-_____

Now, examine your last check record that was attached to your paycheck. Check the figures on the record to determine if any money was withheld from your earnings. If no deductions are being made from your earnings, you must ask your sponsor why there is no deduction for social security. Write his answer in the space below.

No pay is withheld for social security because:

____

____

____

____

____

____

ACTIVITY #5
DEDUCTIONS FROM EARNINGS

If there are deductions being made in your earnings, you are required to itemize them in the spaces below. Your sponsor will be glad to discuss this subject with you.

DEDUCTIONS FROM EARNINGS

Purpose of Deductions	Amount Deducted
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________

POST TEST

Instructions: You are now ready to take the post test of this LAP. This test is a true-false activity. If you believe the statement is true, write true in the space preceding the statement. If you believe the statement is false, indicate your answer by writing false in the space preceding the statement.

After you have taken the test, turn to the test key on page 17 following the test. Check your answers. Correct any mistakes you have made on your test answers.

Assemble all pages of the activity into correct numerical order and return them to your work experience education coordinator.

_____ 1. Disability benefits under social security can begin soon after the disability occurs regardless of the age of the person insured.

_____ 2. Social security withholding payments are made only by employers.

_____ 3. Unemployment compensation is financed by employers through a tax on payrolls.

_____ 4. If a person purposely makes a false statement or fails to report an important fact on an unemployment claim, he may be punished by either a fine or imprisonment, both.

_____ 5. All current earnings must be reported when a claim is submitted for unemployment compensation.

_____ 6. Disadvantaged persons are assisted by HRD and are referred to jobs for which they are qualified.

_____ 7. HRD makes special efforts to assist persons who are physically or mentally handicapped to find employment.

_____ 8. The Department of Human Resources Development does not place minors on jobs.

_____ 9. If you apply for unemployment compensation and there is a job opening for which you qualify, you may be sent to an employer for a job interview.

_____10. Unemployment compensation claims for benefits are accepted only during periods of high unemployment.

_____11. A new social security number is issued to a girl when she files to have her name changed on her card when she marries.

_____12. Under certain circumstances an employee may receive a permanent disability rating under workmen's compensation and could receive a pension for the remainder of his life.

_____13. Employers who do not carry insurance for workmen's compensation may be penalized for not carrying this type of insurance.

_____14. An application for workmen's compensation benefits can be filed anytime up to two years from the date of injury.

_____15. Medical attention provided by your personal medical doctor is not an allowable cost under workmen's compensation.

POST TEST SCORING KEY

1. True
2. False
3. True
4. True
5. True
6. True
7. True
8. False
9. True
10. False
11. False
12. True
13. True
14. False
15. False

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE # ____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.3 Compare adult responsibilities in a variety of work environments with present personal responsibilities.

Performance Objective: 5.3.1 Based upon your observations of a variety of work environments, list five (5) responsibilities for each of three (3) selected careers. Next, list five (5) personal obligations you have assumed at home, at school, or in an activity. Compare the two (2) lists and indicate how you can apply personal obligations to help meet the responsibilities listed for the three (3) selected careers.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List five (5) responsibilities for each of three (3) selected careers.
2. List five (5) personal obligations you have assumed at home, at school, or in an activity.
3. Explain the relationship between personal obligations and career or occupational responsibilities.

RATIONALE

This LAP is designed to enable you to determine your personal obligations and job responsibilities, and discover how your personal obligations can help you meet your occupational responsibilities.

DIRECTIONS

In this LAP you will list five (5) responsibilities for each of three (3) careers of your choice: form a discussion group to determine at least five (5) personal obligations which people of your age generally assume at home, in school, or in an activity; or determine these obligations yourself based on your own experience and research; and explain how a student's current personal obligations might help him meet the responsibilities of a career he has selected, given lists of the student's personal obligations and responsibilities of the selected career.

PRE-TEST

INSTRUCTIONS: This test will measure to what degree you can achieve the objectives of this LAP. Put your work in the space provided below.

1. Based on observations you have made at three (3) of your career stations, list five (5) responsibilities for each station.

Career Station I: ______________________________

Responsibilities:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Career Station II: ______________________________

Responsibilities:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Career Station III: ______________________________

Responsibilities:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

Pre-Test (Cont'd)

2. List five (5) personal obligations you have assumed at home, at school, or in an activity.

   a. ____

   b. ____

   c. ____

   d. ____

   e. ____

3. Select one (1) responsibility from each of the career stations in question #1. (Be sure each responsibility is different.) Indicate how you can apply your personal obligations listed in question #2 to help meet each responsibility you have selected.

   A. Responsibility from Career Station I: ______________

   ____

   Related personal obligation(s):

   ____

   ____

   ____

   Explain how the above-listed obligation(s) will help you to meet the career station responsibility listed:

   ____

   ____

   ____

   ____

   ____

   B. Responsibility from Career Station II: ______________

   ____

Pre-Test (Cont'd)

Related personal obligation(s):

____
____
____

Explain how the above-listed obligation(s) will help you to meet the career station responsibility listed:

____
____
____
____
____

C. Responsibility from Career Station III: ______________
____

Related personal obligation(s):

____
____
____

Explain how the above-listed obligation(s) will help you to meet the career station responsibility listed:

____
____
____
____
____

This Pre-Test will be scored as follows: #1 - 15 points
#2 - 5 points
#3 - 15 points
Total possible score - 35 points

If you score 30 points or more, you have given evidence that you can already achieve the objectives of this LAP.

Take your test to the Coordinator for evaluation.

PRE-TEST (Scoring Key)

1. Student lists five (5) responsibilities for each of three (3) career stations. Some examples of responsibilities are:

   Being at work on time
   Following instructions of superiors
   Being courteous to customers
   Keeping the counter clean

   Score 1 point for each responsibility listed.
   Total possible score: 15 points.

2. Student lists five (5) obligations assumed at home, at school, or in an activity. Some examples of personal obligations are:

   Taking out the garbage
   Baby-sitting after school
   Mowing the lawn
   Washing the family car

   Score 1 point for each personal obligation listed.
   Total possible score: 5 points.

3. Student picks out three (3) different responsibilities, one from each career station listed in question #1, lists personal obligations from question #2 which are related to each responsibility, and explains how applying the obligation(s) will help him meet the responsibility.

   Example:

   Responsibility from Career Station: Keeping the counter clean
   Related personal obligation: Taking out the garbage
   Explanation of how the above-listed obligation will help meet the career station responsibility listed. This obligation will help fulfill this responsibility by enabling me to become systematic in doing routine chores and teaching me to develop a tolerance for unpleasant but necessary activities.

   Score 5 points for each satisfactory explanation provided. The Coordinator must decide if the explanation is appropriate and may assign partial credit. Three (3) explanations are required. Total possible score: 15 points.

   Scoring on test: #1 - 15 points
   #2 - 5 points
   #3 - 15 points
   Total possible score - 35 points
   Acceptable score - 30 points

LEARNING ACTIVITIES AND RESOURCES

The following Activities are required: Activity #1, Activity #2 (Option A or B), Activity #3.

After you have completed the above specified three (3) activities, hand them in to the Coordinator for checking. However, the Coordinator may wish to check your work on a more periodic basis, such as after each Activity.

ACTIVITY #1 This activity is designed to help you in determining the responsibilities of selected occupations.

Based upon your observations, personal experiences, etc., list five (5) responsibilities for each of three (3) selected careers or occupations. You may select careers or occupations you have had personal experience with, those you are interested in, and/or those you have observed in everyday life.

Here is an example: A student analyzed the responsibilities of a professional football player, based on what he had read in the sports section of the newspaper, what he had seen on T-V football games, and what he had experienced as a high school football player. The student determined that a professional football player must:

1. Maintain a high degree of physical fitness through proper diet, rest, and exercies.
2. Attend all team practice sessions, meetings, etc.
3. Learn his assignments on each type of play.
4. Study his opponents to determine their strengths, weaknesses, etc.
5. Prepare psychologically in order to give his best effort in every game.

Use the space provided on the next page for your analyses.

WORKSHEET FOR ACTIVITY #1

1. Career or Occupation: ______________________________
(Give job title)

Responsibilities:

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

2. Career or Occupation: ______________________________
(Give job title)

Responsibilities:

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

Worksheet for Activity #1 (cont'd)

3. Career or Occupation: ______________________________
(Give job title)

Responsibilities:

a. ______________________________

____

b. ______________________________

____

c. ______________________________

____

d. ______________________________

____

e. ______________________________

____

When you have completed this Activity, have a classmate read over your analyses and comment on them.

ACTIVITY #2 (Option A) The purpose of this activity is to enable you to list the obligations commonly assumed by persons of your age.

Form a discussion group with at least two (2) other students. Relying on the personal experiences of the members of the group, list at least five (5) personal obligations people of your age generally assume at home, in school, or in an activity.

An example of a personal obligation might be: "Complete all assigned school homework."

After the discussion, each member is to list five (5) personal obligations which the group has brought up. Use the space provided on this page for the list.

Common Personal Obligations of People 15 - 18 years old in school, at home, or in an activity:

a. ____________________

____

b. ____________________

____

c. ____________________

____

d. ____________________

____

e. ____________________

____

ACTIVITY #2
(Option B)

The purpose of this activity is to enable you to list the obligations commonly assumed by persons of your age.

List at least five (5) personal obligations people of your age generally assume at home, in school, or in an activity. Rely on personal experience in order to compile this list. Another source might be a listing of personal obligations of teenagers found in high school guidance textbooks or teenage personal adjustment handbooks. Use the space provided on this page for your list.

Common Personal Obligations of People 15 - 18 years old in school, at home, or in activity:

a. ____
   ____

b. ____
   ____

c. ____
   ____

d. ____
   ____

e. ____
   ____

ACTIVITY #3 (Option A) The purpose of this activity is to help you see the relationship between personal obligations and career or occupational responsibilities. The student who analyzed the responsibilities of a professional football player in Activity #1 compiled the following list of his own personal obligations:

1. Attend school regularly
2. Complete all school homework assignments
3. Complete newspaper delivery route every afternoon
4. Take the family dog for a walk early each morning
5. Support my school club in all of its activities

You are to explain how two (2) of the student's current personal obligations might help him meet the responsibilities he would face as a professional football player. The student determined that a professional football player must:

1. Maintain a high degree of physical fitness through proper diet, rest, and exercise.
2. Attend all team practice sessions, meetings, etc.
3. Learn his assignments on each type of play.
4. Study his opponents to determine their strengths, weaknesses, etc.
5. Prepare psychologically in order to give his best effort in every game.

An example of how the student's current obligations might help him meet the responsibilities he would face as a professional football player:

> "I am required to attend school regularly just as I would have to attend team sessions if I were a professional football player. So, just as I must attend school regularly to get my education, I would have to attend football practices and meetings to develop and maintain my professional skills."

Use the space provided on the next page for your two (2) analyses.

ACTIVITY #3 (Option A) The Relationship of Current Personal Obligations to Future Career Responsibilities.

1. Student's Obligation:

____

____

____

Professional Football Player's Responsibility:

____

____

____

Relationship between Current Obligation and Future Responsibility:

____

____

____

____

____

2. Student's Obligation:

____

____

____

Professional Football Player's Responsibility:

____

____

____

Relationahip between Current Obligation and Future Responsibility:

____

____

____

____

ACTIVITY #3
(Option B)

The purpose of this activity is to help you see the relationship between personal obligations and career or occupational responsibilities.

You are to explain how two (2) of your current personal obligations might help you meet the responsibilities you would face in a career or occupation of your choice.

The following example might help you:

Selected career or occupation: Professional Football Player

My current personal obligation: Attend school regularly.

Responsibility in selected career or occupation: Attend all team practice sessions, meetings, etc.

Relationship between current personal obligation and responsibility in selected career or occupation: I am required to attend school regularly just as I would have to attend team sessions if I were a professional football player. So, just as I must attend school regularly to get my education, I would have to attend football practices and meetings to develop and maintain my professional skills.

Use the space provided on the next page for your analyses.

ACTIVITY #3 The Relationship of Current Personal Obligations to
(Option B) Future Career Responsibilities.

Selected career or occupation: ______________________________
(Give job title)

____

1. My current personal obligation: ____________________

____

____

Responsibility in selected career or occupation:

____

____

____

Relationship between current personal obligation and responsibility in selected career or occupation:

____

____

____

____

____

2. My current personal obligation: ____________________

____

____

Responsibility in selected career or occupation:

____

____

____

ACTIVITY #3
(Option B)

Relationship between current personal obligation and responsibility in selected career or occupation:

____

____

____

____

____

POST-TEST

INSTRUCTIONS: This test will measure to what degree you can achieve the objectives of this LAP. Put your work in the space provided below.

1. Based on observations you have made at three (3) of your career stations, list five (5) responsibilities for each station.

Career Station I: ______________________
(Give job title)

Responsibilities:

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

Career Station II: ______________________
(Give job title)

Responsibilities:

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

Career Station III: ______________________
(Give job title)

Responsibilities:

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

2. List five (5) personal obligations you have assumed at home, at school, or in an activity.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

3. Select one (1) responsibility from each of the career stations in question #1. (Be sure each responsibility is different.) Indicate how you can apply your personal obligations listed in question #2 to help meet each responsibility you have selected.

   A. Responsibility from Career Station I: ______________

   ____

   Related personal obligation(s):

   ____

   ____

   ____

   Explain how the above-listed obligation(s) will help you to meet the career station responsibility listed:

   ____

   ____

   ____

   ____

   ____

   B. Responsibility from Career Station II: ______________

   ____

Post-Test (Cont'd)

Related personal obligation(s):

Explain how the above-listed obligation(s) will help you to meet the career station responsibility listed:

This Post-Test will be scored as follows: #1 - 15 points
#2 - 5 points
#3 - 15 points
Total possible score - 35 points

If you score 30 points or more, you have given evidence that you can achieve the objectives of this LAP.

Take your test to the Coordinator for evaluation.

At this time, the Coordinator will refer you to appropriate I-DEAS.

POST-TEST (Scoring Key)

1. Student lists five (5) responsibilities for each of three (3) career stations. Some examples of responsibilities are:

   Being at work on time
   Following instructions of superiors
   Being courteous to customers
   Keeping the counter clean

   Score 1 point for each responsibility listed.
   Total possible score: 15 points.

2. Student lists five (5) obligations assumed at home, at school, or in an activity. Some examples of personal obligations are:

   Taking out the garbage
   Baby-sitting after school
   Mowing the lawn
   Washing the family car

   Score 1 point for each personal obligation listed.
   Total possible score: 5 points.

3. Student picks out three (3) different responsibilities, one from each career station listed in question #1, lists personal obligations from question #2 which are related to each responsibility, and explains how applying the obligation(s) will help him meet the responsibility.

   Example:

   Responsibility from Career Station: Keeping the counter clean
   Related personal obligation: Taking out the garbage
   Explanation of how the above-listed obligation will help meet the career station responsibility listed. This obligation will help fulfill this responsibility by enabling me to become systematic in doing routine chores and teaching me to develop a tolerance for unpleasant but necessary activities.

   Score 5 points for each satisfactory explanation provided. The Coordinator must decide if the explanation is appropriate and may assign partial credit. Three (3) explanations are required.
   Total possible score: 15 points.

Scoring on test: #1 - 15 points
#2 - 5 points
#3 - 15 points
Total possible score - 35 points
Acceptable score - 30 points

469

I-DEAS

1. Have a friend or relative take photographs of you fulfilling personal obligations at home, at school, or in an activity. Mount five (5) of the photographs on a piece of cardboard, briefly describing the obligation illustrated on a label placed below each photograph. Prepare a two-minute speech to the class in which you describe at least five (5) of your personal obligations, using your photographs as a visual aid to the audience.

2. Read a biography or autobiography of a famous person of your choice. List three (3) responsibilities and/or obligations this person assumed, giving an example or incident from the subject's life which indicates whether or not the responsibility or obligation assumed was fulfilled. A one-page paper or two-minute speech to the class may be presented to complete this activity. You may use a character from a television series as the subject of your paper or speech.

LAP Prepared By: Alan Rosen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #____________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.3 Compare adult responsibilities in a variety of work environments with present personal responsibilities

Performance Objective: 5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of work environments and other adult responsibilities.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of work environments and other adult responsibilities.
2. State your present obligation(s) most closely related to each role you list, and comment on the extent to which your life style will have to change to meet the responsibilities of the adult role in question.

RATIONALE

This LAP is designed to help you determine what adult responsibilities you will have to assume, and what changes these new responsibilities will bring to your life style.

DIRECTIONS

In this LAP you will keep a daily diary in order to list your present obligations or illustrate obligations typical of people your age; view a filmstrip which will help you answer questions about "independence," or cite incidents from a television comedy series relating to the fulfillment of obligations or responsibilities; interview employed adults in order to list adult roles which require changes in one's life style; and compare present obligations to possible future adult responsibilities, assessing what changes in your life style will be necessitated.

PRE-TEST

INSTRUCTIONS: This test will measure to what degree you can achieve the objectives of this LAP. Put your work in the space provided on the test.

List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of work environments and other adult responsibilities. For each adult role listed, state your present obligation(s) most closely related to the role, and comment on the extent to which your life style will have to change to meet the responsibilities of the adult role.

1. Adult Role: ______________________________

   Related Present Obligation(s) and Comments:

   ____

   ____

   ____

   ____

   ____

2. Adult Role: ______________________________

   Related Present Obligation(s) and Comments:

   ____

   ____

   ____

   ____

   ____

3. Adult Role: ______________________________

   Related Present Obligation(s) and Comments:

   ____

   ____

   ____

   ____

   ____

Pre-Test (Cont'd)

4. Adult Role: ______________________________

Related Present Obligation(s) and Comments:

____

____

____

____

____

5. Adult Role: ______________________________

Related Present Obligation(s) and Comments:

____

____

____

____

____

This test will be scored as follows: 1 point for each Adult Role listed; 1 point for reference to Related Present Obligation(s); 2 points for Comments. This gives a total of 4 points for each section. Since there are five (5) sections, the total possible score on the test is 20 points. If you score 16 points or more, you have achieved the objectives of the LAP.

Take your test to the Coordinator for evaluation.

PRE-TEST (Scoring Key)

Five (5) sections are to be scored. In each section, the student is to list an Adult Role (examples are given below) - score 1 point; make reference to Present Obligation(s) Related to this Adult Role - score 1 point; and make some Comments on the extent to which his life style will have to change to meet the responsibilities of the Adult Role - score 2 points. This gives a total of 4 points for each section. Since there are five (5) such sections, the total possible score on the test is 20 points. The Coordinator is to decide the amount of credit to be given the student for his answers to each part.

Some adult roles necessitating changes in one's life style:

Full-time worker
Breadwinner
Head of household
Husband or wife
Father or mother
Full-fledged citizen
Money manager
Buyer of goods and services
Contributor to society

Some sample answers:

Adult Role: Full-time worker

Related Present Obligation(s) and Comments: I now work part-time a few hours a week to earn some spending money. I do not consider my present part-time job to be a crucial responsibility at this time in my life as my parents are almost totally supporting me. However, when I have to support myself and my own family, I will have to seek full-time employment, and being a success on my job will be very crucial. The care-free days of working a few hours a week will then be a thing of the past.

Adult Role: Full-fledged citizen

Related Present Obligation(s) and Comments: At present, I respect and abide by the laws of my community and take an interest in community affairs. When I am an adult and therefore a full-fledged citizen, I will have some very important additional responsibilities such as voting, fulfilling my military obligation, supporting community interest groups, etc. Such responsibilities will make demands on my time and energies.

Total possible score on test: 20 points.
Acceptable score: 16 points.

LEARNING ACTIVITIES AND RESOURCES

The following Activities are required: Activities #1 -(Option A or B), #2 - (Option A or B), #3, and #4. After you have completed the above specified four (4) activities, hand them in to the Coordinator for checking. However, the Coordinator may want to monitor your work on a more periodic basis, such as after each Activity is completed.

ACTIVITY #1 (Option A) This Activity will enable you to list your present obligations. Keep a detailed diary of a day in your life and use the diary entries to list five (5) of your present obligations.

Example: Entry - "I made my bed."
Obligation: "Keep my room clean and neat."

Use the space provided on this page for your diary and your listing of your present obligations.

DIARY ENTRIES:

PRESENT OBLIGATIONS:

1. ______
2. ______
3. ______
4. ______
5. ______

ACTIVITY #1
(Option B)

This Activity will help you enumerate some of your present obligations. Illustrate at least five (5) obligations of young people 15 to 18 years old (typical obligations). Cut out pictures from newspapers and/or magazines or make your own drawings to illustrate each obligation. Paste these pictures on a piece of cardboard and label them as to what obligation they represent.

Example: Illustration - Students walking up the steps of the main building of their high school

Label - Obligation: "Attend school"

ACTIVITY #1 (Option A and Option B) (Scoring Key)

Some typical obligations of young people 15 to 18 years old:

Keep my room clean
Attend school
Do my homework
Work on my part-time job
Baby-sit for younger children in my family
Wash the dishes
Take out the garbage
Mow the lawn
Take care of my bike
Take care of my personal health

ACTIVITY #2
(Option A)

This Activity is designed to help you realize what becoming independent and assuming adult roles entails.

View the filmstrip "So You Want To Be Independent?" and take careful notes on it. After you have seen the filmstrip, use your notes on it to answer the following questions: (Use the space provided below each question to write your answer.)

1. Why do parents often have trouble giving their children their "independence" and what can be done to ease the transition from dependency to independence?

2. List three (3) new responsibilities independence brings.

   a. ____________________

   b. ____________________

   c. ____________________

(See last page of this LAP.)

The Filmstrip, "So You Want To Be Independent?" - Filmstrip of the Month, 1960, 39 frames, color.

ACTIVITY #2 (Option A) (Scoring Key)

Possible answer to question #1:

> Parents generally feel very strong responsibilities toward their children; and after many years of caring for them, find it difficult to realize that their offspring are no longer children but, in reality, young adults ready to lead their own lives. To ease the transition from dependence to independence requires communication, cooperation, understanding, and patience on the part of both parent and offspring. The young adult must discuss his aspirations with his parents and be willing to accept their advice and help.

Possible answers to question #2:

> Must support myself
> Must assume responsibility for maintenance of my own residence
> Must assume responsibility for maintenance of my own car
> Must assume responsibilities for my own family (wife, children)
> Must manage my own money
> Must meet my responsibilities as a citizen
> Must make a contribution to society through my work

ACTIVITY #2
(Option B)

This activity will help you realize the implications of your present obligations and adult responsibilities you will eventually assume. Recount two (2) incidents from a television comedy series which relate to the fulfillment of an obligation or responsibility by a character in the show. The two (2) incidents need not be related nor do they have to involve the same character.

Example: In a recent episode of "All In The Family," the father, in his role as protector of the family, is arrested at a peace rally. The son-in-law, who participated in the rally but was not arrested, ends up having to bail out the father, who had only gone to the rally to stop his son-in-law from participating in it. However, the father must spend some time in jail in the company of a wide variety of demonstrator-types, all of whom add to his misery.

For each incident, be sure to state what obligation or responsibility the character is attempting to fulfill, and the humorous results of his attempt. Use the space provided below for your work.

Incident I:

Activity #2 (Option B) (Cont'd)

Incident II:

ACTIVITY #3 (Scoring Key)

Some adult roles necessitating changes in one's life style:

- Full-time worker
- Breadwinner
- Head of household
- Husband or wife
- Father or mother
- Full-fledged citizen
- Money manager
- Buyer of goods and services
- Contributor to society

ACTIVITY #3 This Activity is designed to help you realize what changes adulthood will bring to your life.

Interview at least two (2) employed adults, such as your father, a neighbor, a teacher, etc. Have each one state as many adult roles as possible which necessitated changes in his life style as he assumed responsibilities typical of work environments and other adult responsibilities. Be sure to ask him to explain the nature of these changes and the effect they had on his life. Take notes or tape record. Use the space provide below to list as many of these adult roles as possible. You should list at least four (4) roles. You will use the information you gathered about the effect of these adult roles in changing one's life in the next activity.

Adult roles necessitating changes in one's life style:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

ACTIVITY #4 This Activity will help you realize the effects on your life of assuming adult responsibilities.

In this Activity, you will compare your present obligations to some possible future adult responsibilities, assessing what changes in your life style will be necessitated. From the list of adult responsibilities below, select at least five (5) to comment on. For each adult responsibility you selected, state your present obligation(s) most closely related to the responsibility, and comment on the extent to which your life style will have to change to meet the adult responsibility. Use the information you gained in the last Activity about the effects of these new responsibilities on one's life. Use the space provided on the next page for your comments.

Possible future adult responsibilities:

Support myself
Support my own family
Be successful on my job
Assume my responsibilities as a citizen
Make a meaningful contribution to society
Learn to live with a marriage partner
Care for and educate my children
Maintain my own home
Maintain my own car
Manage my finances
Buy goods and services

Example:

Adult Responsibility: Support myself

Related Present Obligation(s) and Comments: At the present time, I am responsible only for my "entertainment" needs. If I want to go to a movie, I pay; if I want to use the family car, I usually pay for gas. I also sometimes buy my own clothes. However, I am almost totally dependent on my parents for my support: food, clothing, shelter, etc. This will all change when I have to support myself totally. I will have to work in order to support myself. I now work only part-time. I will not be able to depend upon others to help me; the burden will rest solely on my shoulders.

Activity #4 (cont'd)

1. Adult Responsibility: ________________________

   Related Present Obligation(s) and Comments:

   ____

   ____

   ____

   ____

   ____

2. Adult Responsibility: ________________________

   Related Present Obligation(s) and Comments:

   ____

   ____

   ____

   ____

   ____

3. Adult Responsibility: ________________________

   Related Present Obligation(s) and Comments:

   ____

   ____

   ____

   ____

   ____

Activity #4 (Cont'd)

4. Adult Responsibility: ______________________

Related Present Obligation(s) and Comments:

____

____

____

____

____

5. Adult Responsibility: ______________________

Related Present Obligation(s) and Comments:

____

____

____

____

____

ACTIVITY #4 (Scoring Key)

Sample answers:

1. Adult Responsibility: Support my own family

   Related Present Obligation(s) and Comments: Right now I am only partially responsible for my own support and I do not have a family to support. Supporting my own family will mean that I will have to have a full-time job with an adequate salary. At present, I am in school and work just a few hours a week at a part-time job to make some spending money.

2. Adult Responsibility: Be successful on my job

   Related Present Obligation(s) and Comments: I am trying to make a success of my part-time job, but since I only work a few hours a week for spending money, this does not appear to be a crucial responsibility at this time. However, when I must work full-time to support myself and my family, being a success on my job will be very crucial. At present, I am trying to be a success in school.

3. Adult Responsibility: Assume my responsibilities as a citizen

   Related Present Obligation(s) and Comments: At present I respect and abide by the laws of my community and take an interest in community affairs. When I am an adult, I will have additional responsibilities such as voting, fulfilling my military obligation, supporting community-interest groups, etc.

4. Adult Responsibility: Make a meaningful contribution to society

   Related Present Obligation(s) and Comments: At present, I have only limited opportunities to make meaningful contributions to society because of my age. I do attempt to live my life as best I can, helping others whenever possible. As an adult, I will have more opportunities to make meaningful contributions to society as I assume additional responsibilities as a breadwinner, full-time worker, full-fledged citizen, etc.

5. Adult Responsibility: Learn to live with a marriage partner

   Related Present Obligation(s) and Comments: Right now, I have a girlfriend, but my responsibilities and obligations to her are of a much more limited nature than will be my responsibilities to my wife, whom I must live with, support, etc., and with whom I must jointly face adult responsibilities.

6. Adult Responsibility: Care for and educate my children

Related Present Obligation(s) and Comments: Right now, I have no children and my only responsibility regarding the care of children is to occasionally baby-sit for my little brother. As an adult, I will have the very large responsibility of caring for my children on a full-time basis. I will have to see that they are properly fed, clothed, educated, etc., and this will be a very big, very important responsibility taking considerable time and effort.

7. Adult Responsibility: Maintain my own home

Related Present Obligation(s) and Comments: Right now, I am responsible for keeping my own room clean and neat, cutting the lawn, and taking out the garbage. As an adult, not only will I have over-all responsibility for the above-mentioned obligations, but also the huge responsibility of paying for my home, furnishing it, maintaining it, etc. Presently, I do not even make enough money to pay rent, if I had to.

8. Adult Responsibility: Maintain my own car(s)

Related Present Obligation(s) and Comments: At present, I do not own a car, although I drive the family car and occasionally put gas in it. I will need a job with an adequate salary before I am able to purchase a car and maintain it myself. I also will have to be able to pay for car insurance. If I have my own family, it may be necessary for me to maintain not one but two or more cars. Right now, the maintenance of my bicycle is one of my obligations, but this is not nearly as burdensome financially.

9. Adult Responsibility: Manage my finances

Related Present Obligation(s) and Comments: Right now, I must also manage my money, but I have so little that this is not much of a problem. If I do need money, I usually ask my parents for some. However, as an adult, I will have more money to manage (hopefully), and my family will depend upon my skills as a finance manager to supply them with their needs and wants. This means I will have considerably more financial worries as an adult than I do now. Borrowing from a bank may be more difficult than borrowing from my parents.

Activity #4 Scoring Key (Cont'd)

10. Adult Responsibility: Buy goods and services

Related Present Obligation(s) and Comments: Now I buy clothes occasionally, buy food at a market sometimes, etc. Most goods and services I consume are bought or provided for me by my parents. This will all change when I assume an adult role as a consumer. The responsibility for buying goods and services I require will be mine. It will take much effort and intelligence to spend my money wisely.

POST-TEST

INSTRUCTIONS: This test will measure to what degree you can achieve the objectives of this LAP. Put your work in the space provided on the test.

List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of work environments and other adult responsibilities. For each adult role listed, state your present obligation(s) most closely related to the role, and comment on the extent to which your lifestyle will have to change to meet the responsibilities of the adult role.

1. Adult Role: ____________________

Related Present Obligation(s) and Comments:

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2. Adult Role: ____________________

Related Present Obligation(s) and Comments:

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3. Adult Role: ____________________

Related Present Obligation(s) and Comments:

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Post-Test (Cont'd)

4. Adult Role: ______________________________

Related Present Obligation(s) and Comments:

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5. Adult Role: ______________________________

Related Present Obligation(s) and Comments:

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This test will be scored as follows: 1 point for each Adult Role listed; 1 point for reference to Related Present Obligation(s): 2 points for Comments. This gives a total of 4 points for each section. Since there are five (5) sections, the total possible score on the test is 20 points. If you score 16 points or more, you have achieved the objectives of the LAP.

Take your test to the Coordinator for evaluation.

POST-TEST (Scoring Key)

Five (5) sections are to be scored. In each section, the student is to list an Adult Role (examples are given below) - score 1 point; make reference to Present Obligation(s) Related to this Adult Role - score 1 point: and make some Comments on the extent to which his life style will have to change to meet the responsibilities of the Adult Role - score 2 points. This gives a total of 4 points for each section. Since there are five (5) such sections, the total possible score on the test is 20 points. The Coordinator is to decide the amount of credit to be given the student for his answers to each part.

Some adult roles necessitating changes in one's life style:

- Full-time worker
- Breadwinner
- Head of household
- Husband or wife
- Father or mother
- Full-fledged citizen
- Money manager
- Buyer of goods and services
- Contributor to society

Some sample answers:

Adult Role: Full-time worker

Related Present Obligation(s) and Comments: I now work part-time a few hours a week to earn some spending money. I do not consider my present part-time job to be a crucial responsibility at this time in my life, as my parents are almost totally supporting me. However, when I have to support myself and my own family, I will have to seek full-time employment and being a success on my job will be very crucial. The care-free days of working a few hours a week will then be a thing of the past.

Adult Role: Full-fledged citizen

Related Present Obligation(s) and Comments: At present, I respect and abide by the laws of my community and take an interest in community affairs. When I am an adult and therefore a full-fledged citizen, I will have some very important additional responsibilities such as voting, fulfilling my military obligation, supporting community-interest groups, etc. Such responsibilities will make demands on my time and energies.

Total possible score on test: 20 points.
Acceptable score: 16 points.

I-DEAS

1. Life styles and responsibilities one assumes are affected by one's culture, intelligence, form of government, education, economic status, religion, etc. Go to the library and select a book which deals with primitive cultures or societies. Some suggested references are: Ruth Benedict's Patterns of Culture, Margaret Mead's studies of primitive cultures, books by other anthropoligists, etc. The librarian will help you find an appropriate resource. Write a two-page paper or give a three-minute speech to the class on the different life styles and responsibilities assumed by people in a primitive society as compared to life styles and responsibilities assumed by people in your community.

2. Many young adults today are "drop-outs" from society. They accept few or none of the obligations which society demands from respectable individuals. Many of these "drop-outs" feel that it is actually the "respectable" members of society who are shirking their responsibilities and obligations. Form a discussion group and debate the following statement: "The 'drop-out' is a 'cop-out.'" In preparation for the debate, you may want to interview both a "drop-out" and a "respectable" member of society.

3. Prepare and deliver a three-minute presentation to the class on the changing responsibilities and obligations one experiences from childhood to old age. Refer to pp. 340 - 345 of Succeeding in the World of Work, by Grady Kimbrell and Ben S. Vineyard, (McKnight and McKnight Publishing Company, Bloomington, Illinois, 1970) for a listing and explanation of these changing responsibilities. If possible, illustrate your talk with a table giving responsibilities at different stages of one's life and/or photographs clipped from newspapers or magazines which portray people fulfilling obligations you discuss.

LAP Prepared By: Norvin R. Spence

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________

Type of Work Experience Education: EXPLORATORY

Program Goal 5.3 Compare adult responsibilities in a variety of work environments with present personal responsibilities.

Performance Objective 5.3.2 Compare your present obligations to those assumed by an employed adult. List five (5) adult roles which will necessitate changes in your life style as you assume responsibilities typical of work environments and other adult responsibilities.

NOTE TO THE STUDENT

When a student accepts the responsibilities that accompany enrollment in Exploratory Work Experience Education, he must adopt certain attitudes and practices that are common among employed adults. The student will be required to change several aspects of his life style as adult standards are accepted.

RATIONALE

The transition from student to employed adult is often a very trying period for youth. The obligations that are common among adults must also be accepted by young workers to enable them to fully adjust to the demands of participants in the working world.

DIRECTIONS

The student will compare some of his present obligations to those that are characteristic of full-time employees at his career station. He will initiate a plan to incorporate these responsibilities into his personal life style as it applies to career exploration.

INTRODUCTION

Young persons entering today's labor market will need to use every asset at their disposal to successfully gain employment at a career station of their choice.

As students enter the labor market, they must be prepared to accept obligations which are new to them but are characteristic of those commonly accepted by adults.

An opportunity to use past experiences, as well as present obligations, helps the young person assume an adult role which is available for all young workers. This Learning Activity Package will provide an opportunity for the student to think through some of his present obligations and develop a plan to apply these obligations to the adult role he must be prepared to assume.

PRE-TEST

INSTRUCTIONS: On the following four pages, are 15 questions. These questions may be applied to your behavior at home or at school.

After each question are four answers lettered A, B, C, and D. You are to select the best answer by placing a check (✓) in the space provided in front of the letter of that response.

If you score 13 of the 15 correct, as check against the Pre-Test Key on page 8, you may return this LAP to your Work Experience Education Coordinator and request another one. However, this test is only a representative sampling of information that is desirable to assist you in developing attitudes and behaviors that will contribute to your personal growth and maturity. The remaining portion of the LAP will also be quite interesting. You may wish to continue on with this activity even though you passed the Pre-Test.

PRE-TEST

Name____ Date__________

1. What do you do if your class gets boring?

____A. Be certain you have finished all of your assigned tasks.

____B. Look around for other things to do.

____C. Ask your teacher if you may take on more work.

____D. Do all of these things.

2. If the people at school do not accept you right away, should you let it get you down?

____A. No. It takes time and some work to be accepted.

____B. Perhaps. It may mean you won't be happy at this job.

____C. Yes. Experienced students should accept new students. If they do not, it is not a good place to go to school.

____D. Definitely. Nobody can work where he is not wanted.

3. After an argument is settled, is it a good idea to harbor a grudge?

____A. Yes. It helps you withstand your enemies.

____B. Perhaps. You never know when you will want to start a fight.

____C. Probably not. You can waste much time holding grudges.

____D. Definitely not. You use up energy without accomplishing anything.

4. Is it necessary to like everyone you meet?

____A. You should like a person only if he is himself.

____B. You should like only glamorous and successful people.

____C. Try to find in each person you meet, qualities that you like.

____D. It is important to like everybody.

5. What do you do when another student is grumpy or curt?

____A. Ignore the mood and try to get the job done.

____B. Don't talk to this person.

____C. Laugh at the person.

____D. Act the same way.

6. How can you learn to appreciate another student who is different from you?

____A. Forget it; you probably won't like him anyway.

____B. Learn his good qualities and like him for them.

____C. Pick a fight with him; like him only if he wins.

____D. Compliment everything he does; then he will like you.

7. How can you make the best use of supervision?

____A. Forget what the supervisor tells you. It's unimportant.

____B. Keep a written record of suggestions of supervisor.

____C. Try to remember everything anyone tells you about your work.

____D. Always have an answer. Defend yourself against criticism.

8. Should you "butter up" your teacher?

____A. Yes. It will help you get ahead faster.

____B. Possibly. You two may become good friends.

____C. No. It is insincere and it is hard on your teacher.

____D. Definitely not. You do not want this class anyway.

9. Some people have wronged fellow students because of differences in race, sex, or religion.

____A. It is all right in a free country.

____B. It has been going on for centuries.

____C. It is illegal and morally unfair to discriminate against others on these grounds.

____D. It is not a fair practice, but little is being done to change it.

10. How can you learn to be a good listener?

____A. Pay strict attention to what the other person is saying.

____B. Do not do much talking yourself.

____C. Look directly at a person while he is talking.

____D. Make tape recordings of important discussions.

11. Should you expect everyone at school to be and act exactly like you?

____A. Yes. Everyone in the same school should be alike.

____B. No. Each person is different from everyone else.

____C. Yes. This is the age of conformity -- everyone acts alike.

____D. No. Older persons act differently from younger persons.

12. How can you learn to compliment others?

____A. Think about how much better your work is.

____B. Notice the abilities of others and praise them.

____C. Help others when they make mistakes.

____D. Laugh when someone compliments you.

13. When answering the telephone, what do you do?

____A. Quickly and politely write down the name and message of the caller.

____B. Get hold of the person who is being called, no matter how long it takes.

____C. Take the phone off the hook to stop the ringing.

____D. Conduct a pleasant conversation.

14. When answering the telephone, try always to have a pencil and paper because:

____A. You may need to write down an important message.

____B. It's nice to be able to doodle while talking on the telephone.

____C. You may be asked to get some groceries on the way home.

____D. You may want to jot down a note to a friend.

15. How should you act toward the people around you?

____A. Keep out of their way.

____B. "Live and let live."

____C. Try to establish a feeling of good will.

____D. Become everyone's best friend.

PRE-TEST (Scoring Key)

1. D. If you think your class is boring, first be certain you have done all of your assigned tasks; look around for other things to do; then tell your teacher that you are ready for more work.

2. A. If people at school do not accept you right away, do not let it get you down. Being "one of the team" takes time, and you have to work at it tactfully by being pleasant and not "pushy."

3. D. After a disagreement is settled, you gain nothing by harboring a grudge. In fact, when people remain angry, they use much energy that otherwise could be used for doing something useful.

4. C. Try to find qualities you like in each person that you meet.

5. A. When someone is grumpy or curt, try to ignore the mood and go ahead and do the job. Little can be accomplished by ignoring the person or laughing at him; less if you match his mood. You don't know what caused his attitude and the best behavior for you is to go ahead and do the job as best you can.

6. B. You can learn to appreciate another student who is different from you by finding his good qualities and liking him for them. Soon you will begin to appreciate his uniqueness.

7. B. To make the best use of supervision, keep a written record of suggestions for improvement provided by your supervisor. Remember, a good supervisor is not picking on you, but is trying to help you do your assignments better.

8. C. Do not try to "butter up" your teacher because it is insincere and you may make it hard for him/her to treat you as a student.

9. C. It is illegal and morally unfair to discriminate against people on the grounds of race, sex, or religious beliefs.

10. A. To learn to be a good listener, pay strict attention to what the other person is saying. Clear your mind of other thoughts and direct all of your energy to what he is telling you.

11. B. At work, as in daily living, each person is different from everyone else. Each acts as he does for his own reasons.

12. B. You can learn to compliment others by noticing their abilities, things they do well, and praising their accomplishments.

13. A. When answering the telephone, find out quickly and politely who is calling and write down the information. As soon as you can, find out the procedure you are expected to follow.

14. A. When answering the telephone, it is always a good idea to have a pencil and paper available because you may need to write down an important message such as an order from a school administrator, instructions from your principal, or even a message for the school student body president.

15. C. Try to establish a feeling of good will with the people around you. If you are helpful and considerate of others, they will usually act that way toward you. Your tasks can be easier and your outlook may be brighter because of the good will you establish.

ACTIVITY #1. On the following two pages is a form titled, EMPLOYEE OBLIGATIONS. This form will be completed by your career sponsor. He will mark each obligation by indicating the Degree of Importance that should be assigned to each statement.

After completion of the form, you are to turn to Activity #2 on page 13. You will receive instructions on how the responses made by your sponsor can be utilized to assist you to assume obligations and responsibilities.

Your career sponsor may feel that all obligations are Very Important. If this is so, ask him to star (*) five or six that he feels are critical for his employees. You will then have an opportunity to discuss those that are considered as being more critical than others.

Student's Name:______________________________ Date:____________

Sponsor's Name:______________________________

Business Name: ______________________________

EMPLOYEE OBLIGATIONS

Degree of importance for employees

Obligations of Regular Employees	Very Important	Some Importance	Not Important
1. Always ready to accept constructive criticism			
2. Careful with materials and property			
3. Safety conscious at all times while on the job			
4. Maintains very good attendance on the job			
5. Always gets along well with other employees			
6. Understands the reasons for the work being done			
7. Always observes company rules and regulations			
8. Pays attention to the details of the tasks being undertaken			
9. Possesses all skills needed to complete job assignments			
10. Minds own business while on the job			

EMPLOYEE OBLIGATIONS

Obligations of Regular Employees	Very Important	Some Importance	Not Important
11. Quality of work is maintained at a standard that is acceptable for the finished product			
12. Is always friendly with the employer or his representatives			
13. Able to work unsupervised on most job tasks			
14. Seeks out new jobs to do when an assigned task is completed			
15. Is willing to accept dull, routine assignments when requested to do so			
16. Has a thorough understanding of most processes the company is currently completing or providing			
17. Is always appropriately dressed to work at assigned career station			
18. Can understand instructions for completing assignments without using extra time to read directions			
19. Has ample self-confidence to do the job tasks assigned.			
20. Always observes company rules concerning being to work on time			

ACTIVITY #2. Refer back to the form that was completed by your sponsor. Select five (5) of the Obligations of Regular Employees that your employer rated as being Very Important. Write one of these statements on each of the five (5) lines provided on the following two pages.

Write in your own words how you will need to change your life style to meet similar obligations as you enter full-time employment.

Example: Obligation No. 3.- Safety conscious at all times while on the job. (Write in your own words how you will assume obligations to become more safety conscious at your career station, as well as during future employment.)

ASSUMPTION OF ADULT OBLIGATIONS

1. Obligation No. ____. ______________________________

2. Obligation No. ____. ______________________________

3. Obligation No.____. ______________________________

4. Obligation No.____. ________________________________

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5. Obligation No.____. ________________________________

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POST TEST

INSTRUCTIONS: On the following pages are 15 questions. These questions may be applied to your behavior at home or at school. You should also adopt each statement to your behavior and attitudinal actions at your career station.

After each question are four answers lettered A, B, C, and D. You are to select the best answer by placing a check (✓) in the space in front of that answer.

When you have completed this Post Test, turn to the Post Test Key on page 21 to check the answers you have marked. Each answer has an explanation to clarify the reasoning behind the selection of that specific answer. Correct any answers you have missed.

You have now completed this LAP. Assemble all pages into correct numerical order and turn them in to your Work Experience Education Coordinator.

POST TEST

Name____ Date________________

1. What do you do if your class gets boring?

    ____A. Be certain you have finished all of your assigned tasks.

    ____B. Look around for other things to do.

    ____C. Ask your teacher if you may take on more work.

    ____D. Do all of these things.

2. If the people at school do not accept you right away, should you let it get you down?

    ____A. No. It takes time and some work to be accepted.

    ____B. Perhaps. It may mean you won't be happy at this job.

    ____C. Yes. Experienced students should accept new students. If they do not, it is not a good place to go to school.

    ____D. Definitely. Nobody can work where he is not wanted.

3. After an argument is settled, is it a good idea to harbor a grudge?

    ____A. Yes. It helps you withstand your enemies.

    ____B. Perhaps. You never know when you will want to start a fight.

    ____C. Probably not. You can waste much time holding grudges.

    ____D. Definitely not. You use up energy without accomplishing anything.

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    ____A. You should like a person only if he is himself.

    ____B. You should like only glamorous and successful people.

    ____C. Try to find in each person you meet, qualities that you like.

    ____D. It is important to like everybody.

5. What do you do when another student is grumpy or curt?

____A. Ignore the mood and try to get the job done.

____B. Don't talk to this person.

____C. Laugh at the person.

____D. Act the same way.

6. How can you learn to appreciate another student who is different from you?

____A. Forget it; you probably won't like him anyway.

____B. Learn his good qualities and like him for them.

____C. Pick a fight with him; like him only if he wins.

____D. Compliment everything he does; then he will like you.

7. How can you make the best use of supervision?

____A. Forget what the supervisor tells you. It's unimportant.

____B. Keep a written record of suggestions of supervisor.

____C. Try to remember everything anyone tells you about your work.

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8. Should you "butter up" your teacher?

____A. Yes. It will help you get ahead faster.

____B. Possibly. You two may become good friends.

____C. No. It is insincere and it is hard on your teacher.

____D. Definitely not. You do not want this class anyway.

9. Some people have wronged fellow students because of differences in race, sex, or religion. Is this a fair practice to follow?

____A. It is all right in a free country.

____B. It has been going on for centuries.

____C. It is illegal and morally unfair to discriminate against others on these grounds.

____D. It is not a fair practice, but little is being done to change it.

10. How can you learn to be a good listener?

____A. Pay strict attention to what the other person is saying.

____B. Do not do much talking yourself.

____C. Look directly at a person while he is talking.

____D. Make tape recordings of important discussions.

11. Should you expect everyone at school to be and act exactly like you?

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____B. Notice the abilities of others and praise them.

____C. Help others when they make mistakes.

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13. When answering the telephone, what do you do?

____A. Quickly and politely write down the name and message of the caller.

____B. Get hold of the person who is being called, no matter how long it takes.

____C. Take the phone off the hook to stop the ringing.

____D. Conduct a pleasant conversation.

14. When answering the telephone, try always to have a pencil and paper because:

____A. You may need to write down an important message.

____B. It's nice to be able to doodle while talking on the phone.

____C. You may be asked to get some groceries on the way home.

____D. You may want to jot down a note to a friend.

15. How should you act toward the people around you?

____A. Keep out of their way.

____B. "Live and let live."

____C. Try to establish a feeling of good will.

____D. Become everyone's best friend.

POST TEST (Scoring Key)

1. D. If you think your class is boring, first be certain you have done all of your assigned tasks; look around for other things to do; then tell your teacher that you are ready for more work.

2. A. If people at school do not accept you right away, do not let it get you down. Being "one of the team" takes time, and you have to work at it tactfully by being pleasant and not "pushy."

3. D. After a disagreement is settled, you gain nothing by harboring a grudge. In fact, when people remain angry, they use much energy that otherwise could be used for doing something useful.

4. C. Try to find qualities you like in each person that you meet.

5. A. When someone is grumpy or curt, try to ignore the mood and go ahead and do the job. Little can be accomplished by ignoring the person or laughing at him; less if you match his mood. You don't know what caused his attitude and the best behavior for you is to go ahead and do the job as best you can.

6. B. You can learn to appreciate another student who is different from you by finding his good qualities and liking him for them. Soon you will begin to appreciate his uniqueness.

7. B. To make the best use of supervision, keep a written record of suggestions for improvement provided by your supervisor. Remember, a good supervisor is not picking on you but is trying to help you do your assignments better.

8. C. Do not try to "butter up" your teacher because it is insincere and you may make it hard for him/her to treat you as a student.

9. C. It is illegal and morally unfair to discriminate against people on the grounds of race, sex, or religious beliefs.

10. A. To learn to be a good listener, pay strict attention to what the other person is saying. Clear your mind of other thoughts and direct all of your energy to what he is telling you.

11. B. At work, as in daily living, each person is different from everyone else. Each acts as he does for his own reasons.

12. B. You can learn to compliment others by noticing their abilities, things they do well, and praising their accomplishments.

13. A. When answering the telephone, find out quickly and politely who is calling and write down the information. As soon as you can, find out the procedure you are expected to follow.

14. A. When answering the telephone, it is always a good idea to have a pencil and paper available because you may need to write down an important message such as an order from a school administrator, instructions from your principal, or even a message for the school student body president.

15. C. Try to establish a feeling of good will with the people around you. If you are helpful and considerate of others, they will usually act that way toward you. Your tasks can be easier and your outlook may be brighter because of the good will you establish.

LAP Prepared By: Burnett Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #__________________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.4 Describe the types of adult responsibilities you have observed in a variety of work environments with which you can identify.

Performance Objective: 5.4.1 List the three (3) adult responsibilities that were most appealing to you at the work environments you have observed and the three (3) that were least appealing to you. Relate how these observations will assist you to select a suitable career.

NOTE TO THE STUDENT

By the time you have completed this LAP you will be able to:

1. Identify adult responsibilities which are most appealing to you that are required at selected work environments.
2. Identify adult responsibilities which are least appealing to you that are required at selected work environments.
3. Relate how your observations of selected work environments will assist you in your choice of selecting a suitable career.

RATIONALE

This LAP is designed to help you identify adult responsibilities that were most appealing to you at the work environments you have observed and those that were least appealing to you. By doing this, you will be better able to select suitable careers which require responsibilities similar to those most appealing to you.

DIRECTIONS

All students in the exploratory work experience education program are required to complete this LAP.

1. In this LAP you will list three (3) adult responsibilities that were most appealing to you at the work environments you have observed.
2. List three (3) adult responsibilities that were least appealing to you at the work environments you have observed.
3. Select at least one suitable career which reflects the most appealing adult responsibilities you have observed in the work environment.

PRE-TEST

Instructions: No pre-test is required for this LAP.

LEARNING ACTIVITIES AND RESOURCES

Instructions: All students are to complete all of the activities in this LAP and when completed, return the LAP to your work experience education coordinator.

Activity #1 Discuss with your career station sponsor the responsibilities which he feels are necessary for a full-time employee to be successful at this career station. Use Form A on page 4 to list these responsibilities. On this same form list three (3) responsibilities taken from those provided by the sponsor which are most appealing to you, as well as three (3) which are least appealing to you.

Activity #2 Complete the items required in Activity #1 for *each* of the other exploratory career stations you have observed. (If it is not feasible to talk with the career station sponsor of past stations, compile the list of responsibilities from your own knowledge.) Use Form B on pages 5 and 6 for this activity.

Activity #3 Using the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, or the Department of Human Resources Development *Occupational Guides*, list a minimum of four careers which have responsibilities similar to those you have listed in Activities #1 and #2 which were most appealing to you. Use Form C on page 7 to list the four careers you have selected. In addition to listing the career, tell why it is appealing to you at this time.

FORM A
(To be used with Activity #1)

Exploratory Career Station______________________________

Career Station Sponsor________________________________

Career Station Sponsor's list of responsibilities required for a full-time employee to be successful at this career station.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

9.____

10._______________________________________

Student selection of three (3) responsibilities which are most appealing.

1.____

2.____

3.____

Student selection of three (3) responsibilities which are least appealing.

1.____

2.____

3.____

FORM B
(To be used with Activity #2)

Exploratory Career Station______________________________________

Career Station Sponsor____

Career Station Sponsor's list of responsiblities required for a full-time employee to be successful at this career station.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

9.____

10.____

Student selection of three (3) responsibilities which are most appealing.

1.____

2.____

3.____

Student selection of three (3) responsibilities which are least appealing.

1.____

2.____

3.____

FORM B
(To be used with Activity #2)

Exploratory Career Station____________________________________

Career Station Sponsor______________________________________

Career Station Sponsor's list of responsibilities required for a full-time employee to be successful at this career station.

1.____
2.____
3.____
4.____
5.____
6.____
7.____
8.____
9.____
10.____

Student selection of three (3) responsibilities which are most appealing.

1.____
2.____
3.____

Student selection of three (3) responsibilities which are least appealing.

1.____
2.____
3.____

FORM C
(To be used with Activity #3)

Career 1 ______________________________

____

____

____

Career 2 ______________________________

____

____

____

Career 3 ______________________________

____

____

____

Career 4 ______________________________

____

____

____

POST TEST

Instructions: No post test is required for this LAP. The work experience education coordinator will determine the minimal level of acceptable performance for your LAP.

LAP Prepared By: Burnett Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #________________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.4 Describe the types of adult responsibilities you have observed in a variety of work environments with which you can identify.

Performance Objective: 5.4.2 Identify three (3) responsibilities of your work experience education sponsor that you feel you would like to assume. Describe the relationship between your past experiences and your interest and ability to carry out these adult responsibilities.

NOTE TO THE STUDENT

At the completion of this LAP you will be able to:

1. Identify three (3) responsibilities of your work experience education sponsor that you feel you would like to assume.
2. See the relationship of your past experiences and your interests and abilities as they relate to your ability to accept these adult responsibilities.

RATIONALE

This LAP is designed to help you identify the responsibilities of the sponsors at the career stations you have observed and to relate these responsibilities to your personal experiences, interests and abilities.

DIRECTIONS

1. In this LAP you will identify the responsibilities of your career station sponsor.
2. You will pick three (3) of these responsibilities that you feel you would like to assume.
3. You will relate why you would like having these responsibilities and how your past experiences, interests and abilities will enable you to assume them.

* The list compiled in Activity #2 on page 5 will also be used for Exploratory LAP 5.5.1.

PRE-TEST

Instructions: No pre-test is required for this LAP.

LEARNING ACTIVITIES AND RESOURCES

Definition: Work Experience Education Sponsor - The person who is directly responsible for the student's learning activities at a career station.

Instructions: All students are to complete all of the activities in this LAP and when completed return the LAP to your work experience education coordinator. Your work experience education coordinator will determine the minimum level of acceptable performance.

Activity #1 Using Form A on page 4 compile a list of your sponsor's responsibilities which exceed those of a typical full-time employee. In compiling this list, please consider the following sources for information:

a. Company Personnel Manual describing duties and responsibilities (or)
b. Company Policy
c. Conference with work experience education sponsor
d. Observation

* This list will be needed in Exploratory LAP 5.5.1.

Activity #2 Using Form B on page 5 identify three (3) responsibilities of your work experience education sponsor that you feel you would like to assume. Select these three (3) responsibilities from those you listed in Activity #1.

Activity #3 Using Form C on page 6 describe the relationships of the sponsor's responsibilities you selected in Activity #2 with past experiences you have had at the career station.

Activity #4 On pages 7 and 8 are two employee rating scales. One is to be completed by you and one by your work experience education sponsor, the person who is your actual supervisor at work. Please ask him/her to complete the scale entitled "EMPLOYEE RATING SCALE" and return it to you upon completion.

You are to fill out the scale entitled "HOW GOOD AN EMPLOYEE AM I?" Be sure to do this before your sponsor returns his scale to you. Upon return of your sponsor's completed scale, you will now have two completed scales in your possession. Compare these scales and note any discrepancies between your ratings and your sponsor's ratings. On pages 9, 10 & 11 you will find an assignment that relates to these two completed scales. Complete the assignment as directed.

FORM A

(To be used with Activity #1)

List responsibilities which your sponsor assumes.

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

9.____

10._______________________________________

(You are not required to list ten responsibilities nor are you limited to listing only ten responsibilities.)

FORM B
(To be used with Activity #2)

The three responsibilities I would like to assume are:

1. ____

____

____

2. ____

____

____

3. ____

____

____

FORM C
(To be used with Activity #3)

Sponsor's Responsibilities	My past experiences that are related to sponsor's responsibilities.
1.____________________	1. A. ____________________ ____________________ B. ____________________ ____________________ C. ____________________ ____________________ D. ____________________ ____________________
2.____________________	2. A. ____________________ ____________________ B. ____________________ ____________________ C. ____________________ ____________________ D. ____________________ ____________________
3.____________________	3. A. ____________________ ____________________ B. ____________________ ____________________ C. ____________________ ____________________ D. ____________________ ____________________

HOW GOOD AN EMPLOYEE AM I?

Date________________________ Student's Name________________________

This is a self-rating scale that was designed to provide an opportunity for you to rate yourself, then to compare your results to those provided by your sponsor on a similar scale.

After you have completed your scale, you may obtain the completed scale from your sponsor. Information follows that will indicate how the results of the two scales will be used.

The following traits were compiled from 25 employers of high school students and dropouts. Each trait was felt to be very important as a contributor to success on the job. After each trait, please place an "X" in the space that best describes you as an employee.

	Excellent	Above Average	Average	Needs Improvement
Ability to take instructions				
Ability to learn				
Attitude toward responsibilities				
Being on time				
Getting work done (dependability)				
Having cheerful disposition				
Ability to "not give up" on long or difficult tasks (persistence)				
Quality of work done				
Initiative				
Good attendance				
Getting along with others				
Following rules & instructions (self-discipline & cooperation)				
Making good use of time (not wasting time)				

SPONSOR RATING SCALE

Date__________________________ Student's Name__________________________

Your rating of the above student will be used by him to develop a self-improvement program; the results of which will be applied on-the-job. He is completing a scale that is identical in content to your scale.

The student has been instructed to compare your results with his results and develop and implement a plan for self-improvement.

The following traits were compiled from 25 employers of high school students and dropouts. Each trait was felt to be very important as a contributor to success on the job. After each trait, please place an "X" in the space that best describes this student employee. Please base his ratings as if he were an entry level employee at his current career assignment.

	Excellent	Above Average	Average	Needs Improvement
Ability to take instructions				
Ability to learn				
Attitude toward responsibilities				
Being on time				
Getting work done (dependability)				
Having cheerful disposition				
Ability to "not give up" on long or difficult tasks (persistence)				
Quality of work done				
Initiative				
Good attendance				
Getting along with others				
Following rules & instructions (self-discipline & cooperation)				
Making good use of time (not wasting time)				

ASSIGNMENT

Compare the markings on your rating sheet with those of your sponsor. If you find any discrepancies between the two scales, you are to develop a plan on the pages provided to improve your job-related attitudes and activities that will make you a better employee.

After you have developed this plan, discuss it with your job sponsor. If he makes any additional suggestions for improvement, add these to the end of your report in the space provided.

	Your Rating	Sponsor's Rating	How do you plan to improve your rating in this category
Ability to take instructions			
Ability to learn			
Attitude toward responsibilities			
Being on time			
Getting work done (dependability)			

	Your Rating	Sponsor's Rating	How do you plan to improve your rating in this category
Having cheerful disposition			
Ability to "not give up" on long or difficult tasks (persistence)			
Quality of work done			
Initiative			
Good attendance			
Getting along with others			

	Your Rating	Sponsor's Rating	How do you plan to improve your rating in this category
Following rules & instructions (self-discipline & cooperation)			
Making good use of time (not wasting time)			

POST TEST

Instructions: There is no post test required for this LAP. The work experience education coordinator will determine the minimal level of acceptable performance for your LAP.

I-DEAS

1. Consult your counselor to discuss past interest inventories you have taken or make arrangements to take an interest inventory. With the results of this interest inventory, compare responsibilities you say you would like to assume with interests reflected through this test.

2. Make arrangements with your work experience education sponsor or personnel office to view management training films or read management training guides available through their office for their management employees. Discuss with your sponsor any new understandings you develop as a result of this activity.

LAP Prepared By: Burnett Cohen

WORK EXPERIENCE EDUCATION
LEARNING ACTIVITY PACKAGE #______________

Type of Work Experience Education: EXPLORATORY

Program Goal: 5.5 Assume adult roles and responsibilities during the exploratory period whenever possible.

Performance Objective: 5.5.1 Assume your work experience education sponsor's role and responsibilities when requested to do so and give evidence that you have done so in a manner satisfactory to him.

NOTE TO THE STUDENT

By the time you complete this LAP you will be able to:

1. Understand and distinguish between your sponsor's role and his responsibilities.
2. Demonstrate that you have successfully acted in a role of your sponsor's and performed responsibilities assigned to the sponsor.

RATIONALE

This LAP is designed to:

1. Help you become aware of your sponsor's role and responsibilities.
2. Recognize your abilities and limitations to assume your sponsor's role and responsibilities.

DIRECTIONS

1. All exploratory work experience education students will complete this LAP.
2. Using the forms provided in this LAP, complete two of the three activities.

PRE-TEST

There is no pre-test for this LAP.

LEARNING ACTIVITIES AND RESOURCES

Instructions: Activity #1 is required. In addition, complete either Activity #2 or Activity #3. After you have completed all activities in this LAP, turn all materials in to your work experience education coordinator.

Activity #1

Using Form A on page 4, list the primary responsibilities of your work experience education sponsor. After completing this list ask your sponsor to review and to make suggestions which he feels would reflect a more complete description of his responsibilities.

On Form B, pages 5 & 6, list the responsibilities that your work experience education sponsor permits you to assume under his observation.

On this same form (B) list comments your sponsor has made indicating that you have successfully completed this responsibility.

Continuing on the same form (B), what suggestions did your sponsor make that would enable you to improve if you should assume this responsibility again?

Activity #2
Part 1

Record on tape or cassette your experiences when you attempted to assume part of your sponsor's responsibilities. Be certain to include the abilities you feel you have to assume these responsibilities, as well as weaknesses, limitations or constraints you discovered you have in yourself.

Part 2

Give the tape or cassette which you made in Activity #2 Part 1 to your sponsor and ask him to make suggestions to you for your increased awareness at this career station.

Activity #3
Part 1

Arrange with your sponsor to listen to records or view slides that are a part of the management training procedures used at your career station.

Part 2

Using Form C, page 7, write a short critique of the records or films you saw and heard in Activity #3, Part 1. This should be given to your work experience education sponsor or coordinator when completed.

FORM A
(To be used with Activity #1)

Definitions

1. Role: The total of all responsibilities assigned to the sponsor.
2. Responsibility: The individual task which the sponsor is assigned, such as to evaluate the other employees in his department; to provide training; to provide ongoing supervision, etc.

List Your Sponsor's Responsibilities:

1.____

____

2.____

____

3.____

____

4.____

____

5.____

____

6.____

____

7.____

____

FORM B
(To be used with Activity #1)

Sponsor's responsibility you are assuming:

Sponsor's comments after he has observed you in your attempt to assume this responsibility:

Sponsor's suggestions for improvements:

****

Sponsor's responsibility you are assuming:

Sponsor's comments after he has observed you in your attempt to assume this responsibility:

Sponsor's suggestions for improvements:

FORM B (Continued)

Sponsor's responsibility you are assuming:

____

____

____

Sponsor's comments after he has observed you in your attempt to assume this responsibility:

____

____

____

Sponsor's suggestions for improvements:

____

____

____

FORM C
(To be used with Activity #3)

Critique:

POST TEST

There is no post test for this LAP.

I-DEAS

The purpose of this I-DEA is to demonstrate the student's awareness of his work experience education sponsor's role and responsibilities and to relate how employee understanding of these help employees to function more effectively in their assignment.

1. Write a script and role play a situation at your career station that would vividly portray an employee who demonstrates little or no understanding of the work experience education sponsor's role and responsibilities as he performs his routine assignments.

   Following the role playing, discuss with the members of your related class how the employee could have performed his assignments more effectively if he had been more aware of the sponsor's role and responsibilities.